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ABSTRACT

This study was designed to assess the extent to which children served by the Model Schools Division Preschool Program developed socially, intellectually, physically and emotionally during the 1973-74 school year. This evaluation was also designed to measure the appropriateness of the learning environment and the amount of services provided by the program. Program objectives are given in terms of four basic components: Education, Social Services, Parent Involvement and Health Services. The evaluation design contained five types of instruments: preschool behavior, attitude and achievement inventories, staff and parent questionnaires, and an observation checklist for use in the classroom. Data for the evaluation were collected for approximately 300 students. Findings are presented in discussion and table form. Recommendations for program improvement are included. The appendices contain an evaluation instruction sheet, the instruments used in the evaluation measurement, additional supportive tables and data information, and administrator reports. (SDH)

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AN EVALUATION OF THE MODEL SCHOOL DIVISION PRESCHOOL PROGRAM 1973-74

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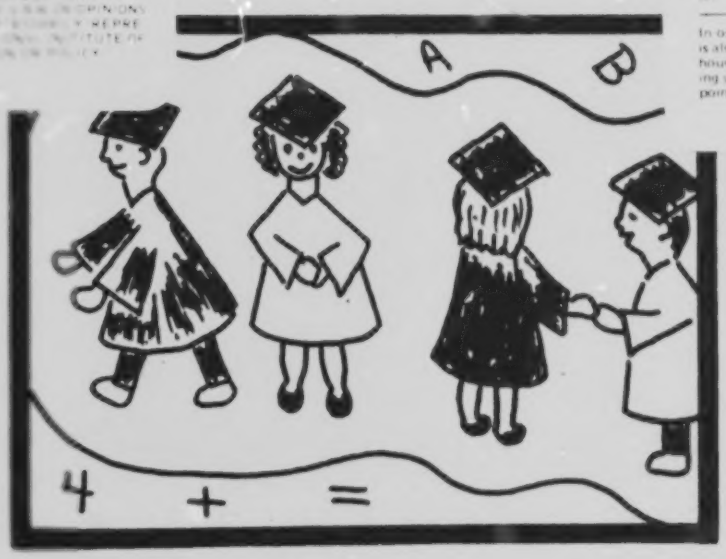

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OFFICE OF PLANNING, RESEARCH AND EVALUATION
DIVISION OF RESEARCH AND EVALUATION

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An Evaluation of The Model School Division (MSD) Preschool Program For The School Year 1973-74

Prepared by
Office of Planning, Research and Evaluation
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TABLE OF CONTENTS

Page

List of Tables vi

List of Figures viii

Summary ix

Chapter

I. INTRODUCTION 1
Background and Rationale 1
Purpose of Study 2
General Goals and Objectives 2
Objectives of MSD Preschool Program for School Year 1973-74 4
Program Description 6
Definitions 8
Limitations 8

II. EVALUATION DESIGN 10
Population 10
Instrumentation 10
Analysis of Data 11

III. PRESENTATION AND DISCUSSION OF FINDINGS 13
Achievement Inventory 13
Behavior Inventory 17
Development Inventory 20
Parent Questionnaire 22
Teacher Questionnaire 32
Teacher-Aide Questionnaire 37
Observation Checklist 40
Staff Reports 47

IV. CONCLUSIONS 48

V. RECOMMENDATIONS 53

VI. APPENDCIES
A. Instruction Sheet 56
B. Instruments
(1) Program Director Questionnaire 59
(2) Teacher Questionnaire 64
(3) Teacher-Aide Questionnaire 67
(4) Parent Questionnaire 70
(5) Observation Checklist 76

TABLE OF CONTENTS (Cont'd)

Page

VI. APPENDCIES

C. Supportive Tables 82
(1) Va and Vb 83
(2) VIIa 85
(3) XIIIa 86

D. Additional Data - Pre-School Development Inventory 87

E. Reports
(1) Social Service Director 94
(2) Health and Nutrition Coordinator 105
(3) Parent Coordinator 118
(4) Education Coordinator 125

F. Volunteer Recognition Day 129

G. Model School Division - Pre-School Centers Locations 1973-74 133

List of Tables

Page

I. Number of Model School Division Preschool Students Administered Preschool Inventory in October, 1973 and June, 1974, by Age in October, 1973 and Number of Years in Attendance 13

II. Means and t-Tests of Scores on Preschool Inventory for Model School Division Preschool Students (Shown by age as of 10/73 and Year of Attendance) 14

III. Mean and t-Test of Scores on "Day Care Behavior Inventory" for 20 Preschool Classes 18

IV. Percent of Preschool Students Attaining 75 Percent Mastery by the End of the School Year in Five Categories of Development 20

V. Means and t-Scores of Teacher and Teacher-Aide Ratings of Verbal and Concept Development.....22

VI. Percentage of Parents Engaged in Preschool Activities According to the Number of types of Activities In Which They Engaged 23

VII. Parent Participation in Preschool Activities by Work-Status 24

VIII. A Comparison of the Responses of Parents Who are Members of the Parent-Policy Committee With Responses of Parents Who are Non-members 25

IX. Families Receiving Help of a Social Service Nature Through The Preschool Program by Type of Service As Reported by Parents 27

X. Satisfaction Expressed by Parents With the Help Their Families Received of a Social Service Nature Through the Preschool Program 28

XI. Parents' Responses as to What They Liked Most About the Preschool Program 29

XII. Parents' Responses as to What They Did Not Like About the Preschool Program 30

XIII. Teachers' Rating of Selected Aspects of the Preschool Program 33

00008

List of Tables (Cont'd)

Page

XIV. A Report by the Preschool Teachers on the Adequacy of Equipment and Supplies Appropriate for the Preschool Center 34

XV. The Most Frequently Performed Duties Ranked According to the Number of Times Cited by the Preschool Teacher-Aides 38

XVI. Evaluation Team's Ratings of the Preschool Centers' Physical Facilities 41

XVII. Reasons for Citing Physical Facilities as Inadequate 42

XVIII. Self-Directed Activities as Observed in Twenty Preschool Classes Ranked by the Number of Times the Activity was in Evidence and by the Number of Times a Majority of Students in a Class Took Part 44

XIX. Ranking of Student Behavior for Majority of Students During Teacher-Guided Activities by Number of Preschool Classes in Which Behavior was Observed 45

XX. Adults and Older Students Working With Each Class On The Day of Observation 46

00009

List of Figures

Page

1. Comparison of Pretest Mean Scores and Posttest Mean Scores of 4-Year Olds by Number of Years Attended.....15

2. Comparison of Pretest Mean Scores and Posttest Mean Scores of 3-Year Olds by Number of Years Attended 16

3. Percent of Preschool Students Attaining 75 Percent Mastery in Five Areas of Development by the End of the School Year As Rated by Teachers and Teacher-Aides 21

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SUMMARY

Title: The Model School Division Preschool Program

Date: School Year 1973-74

Target Population: $2\frac{1}{2}$ to 4 Year-Old Students in Twenty Preschool Classes

Funding: USOE-UPO Grant 80 per cent; D.C. Board of Education 20 per cent

Background and Rationale:

The interest of the general public in preschool education is reflected in the rising enrollments in preschool programs. From 1964 to 1971 the enrollment in these programs continually rose, even though the population of the preschool age children declined. 1/

Evidence is accumulating which indicates that the age below six is the most fertile period in the development of the child's potential for learning.2/ Such findings have significant implications for education and for educators in their search for ways to improve education. Wider participation makes it imperative for early childhood educators to define and refine the optimum environment for the social, intellectual and psychological development of preschool age children.

Purpose of Study:

As a requirement for continued funding minimal expectations must be achieved in four basic program components: (1) Education, (2) Social Services, (3) Parent Involvement, and (4) Health Services. Health services include medical, dental, mental health and nutrition.

1/ U.S. Department of Health, Education and Welfare, Office of Education, NCES, Primary Enrollment, October, 1971. DHEW Publication No. (OE) 72-197, (Washington, D.C.: Government Printing Office, 1972), p.24

2/ J.W. Getzel, "Preschool Education," Early Childhood Education Rediscovered, Readings, ed. Joe L. Frost (New York: Holt Rinehart and Winston, Inc. 1968), p.39

The Model School Division of the District of Columbia Public Schools has the responsibility to meet these requirements as it operates a preschool program for several hundred children.

This study was undertaken in an effort to assess the extent to which such requirements were met.

Findings:

1. Twenty preschool classes operated in the Model School Division Preschool Program during the school year 1973-74 with an average enrollment of 380 students. This was an average of 19 pupils per class of which the average daily attendance was approximately 14 students.

2. Gains in achievement made by the preschoolers, as measured by the Bettye Caldwell Preschool Inventory, were significant at the .01 level of confidence. Ninety-three per cent of the parents surveyed (N=69) stated that they were satisfied with how well their children were doing in school.

3. Matched pre-post scores of 282 students on the Day Care Behavior Inventory showed positive change in the social and emotional behaviors of students. This change was proven significant at the .01 level of confidence. Parents were 100 per cent in stating that their children were happy attending preschool. They rated the social development of their children second to the achievement of their children as the most liked aspect of the preschool program.

4. Teachers and teacher-aides' ratings of students-utilizing the Preschool Development Inventory-showed gains in physical development, sensory perception, verbal development, concept development and social and emotional development.

5. Fifty-three per cent of the non-working parents in the sample (39 per cent of the total sample) stated that they had been involved in classroom visits, assisting teachers in the classroom, field trips, parent meetings as well as parent workshops during the year. Only 6 per cent (mainly working parents) indicated that they had not participated in any one of the activities. Ninety-three per cent of the parents said they had been fully informed of their children's progress and 99 per cent stated that they felt free to visit the school and talk with the teacher. The parent coordinator submitted a list of workshops held for parents.

6. Forty-six per cent of the parents in the sample indicated that they (or their family) had received some type of health and/or social service as a result of the preschool program. The services listed in order of those received more frequently were: dental care, medical care, clothing, nutritional advice, food, toys, advice on budgeting and home management, legal service, employment counseling and housing aid.

The report of the Social Service Director listed a total of 389 services rendered.

7. A.M. preschoolers received breakfast and lunch each day. The one P.M. class received lunch and a snack each day. Eight of the parents in the sample said they had received nutritional advice and seven said their family had received food. A list of parent workshops dealing with health and nutrition was presented by the Health and Nutrition Coordinator.

Conclusion:

The Model School Division upheld its responsiblity to meet the minimal expectations in each of the basic program components: (1) Education, (2) Social Service, (3) Parent Involvement, and (4) Health Service.

Recommendations:

In meeting its responsibilities there were areas of strength and areas of weakness. In analysing the areas of weakness with the intent of improving the program it is recommended that:

1. All teachers involve their teacher-aides in the process of daily planning, -thereby making it possible for the two to know what objectives are to be met and how each will contribute to the attainment of those objectives.

2. Activities be emphasized which will promote verbal and concept development.

3. Methods and techniques be employed which will encourage students to ask questions.

4. Ways be explored as to how teachers can obtain the many extras considered important in a good preschool program such as: (1) variety of materials for a stimulating classroom environment, (2) expendable supplies such as tissues, paper towels, toilet tissue, etc., and (3) furnishings such as small washable rugs, etc.

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5. A substitute list of teacher-aides be established so that no preschool class will be without this adult supervision.

6. The high schools be utilized on a wider scale to provide high school students as additional helping personnel.

7. Older students of both elementary and junior high school age be tapped as a personnel resource under adult supervision.

8. Teachers and teacher-aides cooperate as a team in scheduling and carrying out ways for communicating with and visiting the homes of their pupils.

9. It be determined whether some parent workshops could be scheduled for the evening as well as for the morning and afternoon, and possibly on weekends in an effort to attract those parents who cannot attend on Monday through Friday during the day.

10. The Department of Adult Education of the D.C. Public Schools be utilized as a resource for the parent-workshop program.

11. Careful consideration be given to the parents' listings of "things most liked," "things liked," and "comments."

12. Those preschool situations which show a definite lack of sanitary and safety precautions be brought up to minimal standards.

13. Subsequent planning of public schools with preschool facilities be required to meet standards prescribed for a well-planned preschool program.

14. Special scrutiny and consideration be given to the problems and suggestions for improvement cited by the preschool teachers and teacher-aides.

15. Further study be made of the feasibility of full-day sessions for the MSD Preschool Program.

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INTRODUCTION

Background and Rationale

The interest of the general public in preschool education is reflected in the rising enrollments of preprimary schools. From 1964 to 1971 the enrollment of 3 to 5 year old children in preprimary programs continually rose, even though the population in this age group declined. 1/

Evidence is accumulating which indicates that the age below 6 is the most fertile period in the development of the child's potential for learning. 2/ Such findings have significant implications for education and for educators in their search for ways to improve education, since enrollment in preschool programs will probably increase as parents become more aware of its value.

Local preschool programs are required to meet certain performance standards set forth by the Office of Child Development of the U.S. Department of Health, Education, and Welfare. As a requirement for continued funding minimal expectations must be achieved in four basic program components: (1) Education, (2) Social Services, (3) Parent Involvement, and (4) Health Services. Health Services include medical, dental, mental health, and nutrition. A complete outline of these requirements can be found in the DHEW manual. 3/ Also see Appendix D.

1/ U.S. Department of Health, Education and Welfare, Office of Education, NCES, Preprimary Enrollment, October 1971, DHEW Publication No. (OE) 72-197, (Washington, D.C.: Government Printing Office, 1972) p.24

2/ J.W. Getzel, "Pre-school Education," Early Childhood Education Rediscovered, Readings, ed. Joe L. Frost (New York: Holt, Rinehart and Winston, Inc., 1968), p.39.

Shana Alexander, "4 Million Lucky Kids," Newsweek, April 15, 1974, p. 40.

3/ U.S. Department of Health, Education, and Welfare, Office of Child Development, Head Start Program Performance Standards, (Washington, D.C.: Government Printing Office, January 1973), p.8.

The Model Schools Division of the District of Columbia Public Schools has the responsibility to meet these requirements, as it operates a preschool program for several hundred pre-school age children in the Model Cities area of the city. The school system's commitment to the idea of preschool education was made official in "The Superintendent's 120-Day Report" issued in March, 1974. 4/ Its description of a well-planned preschool program spoke of trained competent teachers and of the availability of space, time, equipment and other resources rarely found in the homes of congested urban areas.

Purpose of Study

This study is undertaken in an effort to assess the extent to which the children who have been served by the Model Schools Division Preschool Program have developed socially, intellectually, physically and emotionally during the school year 1973-74. It is also the purpose of this evaluation to measure the appropriateness of the learning environment and the amount of services rendered by the program to the population it served.

General Goals and Objectives

As outlined by the Office of Child Development, 5/ the comprehensive developmental approach to helping children achieve social competence includes goals which provide for:

A. The improvement of the child's health and physical abilities.

B. The encouragement of self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social and emotional health.

C. The enhancement of the child's mental processes and skills with particular attention to conceptual and verbal skills.

D. The establishment of patterns and expectations of success for the child, which will create a climate of confidence for his present and future learning efforts and overall development.

E. An increase in the ability of the child and his family to relate to each other and to others in a loving and supporting manner.

4/ The Superintendent's 120-Day Report (Washington, D.C.: District of Columbia Public Schools, March, 1974), p.58.

5/ U.S. Department HEW, OCD, Loc. Cit, p. 6-38.

F. The enhancement of the sense of dignity and self-worth within the child and his family.

Objectives for the four basic program components, namely: Education, Social Services, Parent Involvement, and Health Services are as follows:

Education

1. Provide children with a learning environment and the varied experiences which help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.

2. Integrate the educational aspects of the various head start components in the daily program of activities.

3. Involve parents in educational activities of the program to enhance their role as the principal influence on the child's education and development.

4. Assist parents to increase knowledge, understanding, skills, and experience in child growth and development.

5. Identify and reinforce experiences which occur in the home that parents can utilize as educational activities.

Social Service

1. Establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

2. Provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.

3. Achieve parent participation in the center and home program and related activities.

4. Assist the family in its own efforts to improve the condition and quality of family life.

5. Make parents aware of community services and resources and facilitate the use of these services and resources.

Parent Involvement

1. Provide a planned program of experience and activities which support and enhance the parental role as the principal influence in their child's education and development.

2. Provide a program that recognizes the parents as:

   (a) responsible guardians of their children's well-being.

   (b) prime educators of their children.

   (c) contributors to the Head Start program and to their communities.

3. Provide the following kinds of opportunities for parent participation:

   (a) direct involvement in decision making in program planning and operations.

   (b) participation in classroom and other program activities as paid employees, volunteers, or observers.

   (c) activities for parents which they have helped to develop.

   (d) working with their own children in cooperation with Head Start staff.

Health

1. Provide a comprehensive health services program which includes a broad range of medical, dental, mental health and nutrition services to preschool children, including handicapped children, to assist the child in his physical, emotional, cognitive and social development toward the overall goal of social competence.

2. Promote preventive health services and early intervention.

3. Provide the child's family with the necessary skills and insight and otherwise attempt to link the family to an on-going health care system to ensure that the child continues to receive comprehensive health care even after he leaves the Head Start program.

Objectives of MSD Preschool Program for School Year 1973-74

The following behavioral objectives are based on the preceding objectives of the Office of Child Development and were developed by the MSD Preschool staff and the Division of Research and Evaluation to facilitate the assessment of this program.

Education

1. To significantly raise the intellectual understanding of the preschool students as measured by their performance on a pre and posttest of the Bettye Caldwell Preschool Inventory.

2. To help in bringing about a positive change in the social and emotional behavior of the preschool students as measured by a pre and post teacher rating utilizing the Shaefer and Aaronson "Day Care Behavior Inventory."

3. To assist each child in developing a more positive self-image as indicated by the change in the teachers' ratings of social and emotional behavior, utilizing the instrument described in objective number two.

4. To provide a preschool program which will help at least 80 per cent of the pre-school students to successfully perform 75 per cent of the items in each of the categories on the "Preschool Development Inventory":

   (a) Physical Development
   (b) Sensory Perception
   (c) Verbal Development
   (d) Concept Development
   (e) Social and Emotional Development: Maturity

   as indicated by ratings made by teachers and teacher-aides, independent of one another.

Parent Involvement

5. To provide opportunities for parents of preschool students to actively participate in all phases of the preschool program, the extent of the opportunities and the quality of the program as measured by reports, records of activities, and replies from "Parent Questionnaires."

Social Services

6. To provide the kinds of social services required by the families of preschool students, the extent and quality of the services as measured by social service records and replies from parents and teachers on their questionnaires.

00019

Health Services

7. To provide health education and health services to preschool students and their families, the extent and quality of the health education and services to be measured by replies of parents and teachers on their questionnaires.

8. To provide education on nutrition to preschoolers and their families in addition to providing a reasonable portion of the food to meet the children's daily nutritional needs, the extent and quality of the provision to be measured by records from the Nutrition component, and replies on the Teacher and Parent Questionnaire.

Program Description

The Preschool Program has operated in the Model Cities Area for several years. During the 1973-74 school year there were 20 classes with an enrollment of approximately 380 preschoolers. The 20 classes were located at 11 different sites. Five classes were in 2 non-public school buildings. One of these non-public school buildings had 3 classes; the other, 2 classes.

The students attended half-day sessions. Nineteen classes operated from 8:45 o'clock a.m. to 12 o'clock noon. The one afternoon class, which was in session from 12 o'clock p.m. to 3 o'clock p.m., was required to utilize the classroom occupied by a morning class.

The program was designed to have a teacher, an aide, and a volunteer as the adults in a self-contained classroom. The maximum number of students advisable per class was 20.

Teachers were required to be on duty form 8:45 o'clock a.m. to 3:15 o'clock p.m. with an intervening period for lunch. The time in excess of the half-day class period was to be used in educational preparation and planning, contacting parents, and staff development.

Teacher-aides were required to serve from 8:00 o'clock a.m. to 4:30 o'clock p.m. with a half-hour lunch period. It was their function to assist the teacher in whatever way necessary to provide the environment and experiences conducive to the social, intellectual, physical, and emotional development of the students.

The environment in each room was to be arranged as to encourage, permit, and support a wide variety of behaviors such as exploration, manipulation, and other forms of interaction with materials having to do with literature, music, science, mathematics, drama, art and art crafts.

The program was to be carried out in such a way that, under the supervision of adults, children could participate in activities of their own choice, then move into small or large group activities directed by the teacher and other adults.

Outdoor exercise, when the weather permitted, was considered an integral part of the program.

Children in the a.m. classes received breakfast and lunch. Children in the one p.m. class received lunch and a snack.

For a half-day program, the following schedule of activities may be considered a model:

8:45 - 9:00 or 12:00 - 12:30	Arrival, informal conversations, independent activities and preparation for breakfast.
9:00 - 9:30 or 12:30 - 1:00	Breakfast or lunch, informal conversation, incidental or related teaching and sharing.
9:30 - 10:30 or 1:00 - 2:00	Work-Play Time Numerous opportunities provided for experimenting, exploring, manipulating and creating, dramatizing, socializing, psychomotor and cognitive development.
10:30 - 11:00 or 2:00 - 2:30	Outside activities Opportunities for the development of large muscles; special social development in large and small group situations involving walks, trips, and excursions.
11:00 - 11:25	Quiet Time or Rest-time, Story-time, Music
11:25 - 11:55 or 2:30 - 2:45	Lunch or snack time
2:45 - 2:55	Story-time
11:55 - 12:00 or 2:55 - 3:00	Preparation for going home
12:00 or 3:00	Dismissal

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Definitions

DRE - Division of Research and Evaluation

MSD - Model School Division - a subdivision of the D.C. Public Schools

PPC - Parent Policy Committee - a committee of preschool parents selected in democratic fashion by preschool parents to perform meaningful functions in decision making and management of the program.

Health and Nutrition Coordinator - The person who coordinates and supervises the medical and nutritional program; provides liaison with the community's health agencies and preschool teachers, parents and students; provides training for staff and parents through workshops and seminars in all aspects of health and nutrition.

Parent Coordinator - The parent coordinator is the liaison person between the preschool center and the community and is responsible (1) for assisting in all phases of planning for the parent program, (2) for coordinating activities of parents in the daily program in the classroom and (3) encouraging the involvement of parents in policy making decisions. The coordinator should also follow through on a program, planned with the cooperation of parents, to assure that parents' needs are being met.

Social Service Director - The professional person who serves as liaison with preschool staff, preschool pupils and their parents and families by establishing and maintaining cooperative relations with appropriate community services and facilities; also cooperates in mobilization and development of new community resources to fill gaps in existing social services required to meet the needs of the children and their families.

Social Service Aides - Non-professional social service staff members who assist the social service director.

Limitations

(1) Sample size - Several class enrollments were below twenty pupils. In addition, two factors contributed to lowering the amount of pre and posttest data available for matching. Many of the students who took the pre-test in October did not take the posttest because: (1) they were no longer enrolled (mobility); (2) they were absent (attendance).

00022

(2) Testing - All testing, rating, and keeping of progress charts of students were done by teachers and teacher-aides. In several instances directions were not followed as prescribed, making the data for some students unusable. Further, all requested information was not submitted by all teachers and teacher-aides.

(3) Special Reports - Complete descriptive reports and/or questionnaires were not received from all program leaders and coordinators of various program components as outlined in the evaluation design under instrumentation.

(4) Questionnaires -

(a) Responses to the "Parent Questionnaire" were limited to a 20 percent sampling of parents.

(b) Only seventy-five per cent of the teachers responded to the "Teacher Questionnaire."

(c) Only seventy-nine percent of the teacher-aides responded to the "Teacher-aide Questionnaire."

(5) Observations - Observations by the evaluation team were limited to one visit per class.

00023

EVALUATION DESIGN

Population

The Model School Preschool Program was designed for 400 three to four-year old children from predominantly low-income families. Twenty classes were distributed between 11 preschool centers; 2 centers with 3 classes each; 5 centers with 2 classes each; and 4 centers with one class each. The enrollment of each class was not to exceed 20. Each class was to be served by a teacher, a teacher-aide; and one volunteer for a total of three adults per classroom.

Due to pupil attendence and mobility, data collected for this evaluation were limited to approximately 300 students in the program.

Instrumentation

To measure the goals of the program and further assess the MSD Preschool Program the following measures and/or procedures were developed by the Department of Research and Evaluation with input and approval of the MSD Preschool Staff.

1) The Bettye Caldwell Pre-School Inventory - this instrument was chosen as a standardized measure of achievement of pupils during the year because of its appropriateness for preschoolers, and because the teachers had used it the year before and thus stated their familiarity with it. The inventory was administered in the Fall of 1973 and again in the Spring of 1974.

2) Day Care Behavior Inventory - this instrument was used to assess the changes in behavior/attitudes of the pupils. An instrument was to be completed by the teacher for each child in the Fall of 1973 and again in the Spring of 1974.

3) The Pre-School Development Inventory - this instrument was to be completed for each child during the first part of November 1973, the last part of January 1974, and the first part of May 1974, by the teacher and by the aide, independently. This instrument, besides charting the growth of the pupils was also intended to serve as a guide in coordinating the instructional planning of the teacher and the teacher aide.

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4) Opinionnaires, Checklists and/or Questionnaires were developed by DRE to be completed by the parents, the program director, the parent coordinator, the social services director, the health and nutrition coordinator, teachers and teacher-aides.

5) The Observation Instrument - this checklist was developed by DRE as an aid in assessing the activities, etc., ongoing in each classroom on a given day as observed by the evaluators.

Analysis of Data

Matched pretest and posttest scores from each of the three inventories were compared to assess gains made during the school year.

1. The Bettye Caldwell Preschool Inventory

The data were recorded in groups: (1) by age of the student at the initial testing and (2) by the number of years the student had attended pre-school.

A t-test was applied to the difference between the pre and posttest mean scores for each of the following groups:

(1) $2\frac{1}{2}$ year olds attending 1st year
(2) 3 year olds attending 1st year
(3) 4 year olds attending 1st year
(4) 3 year olds attending 2nd year
(5) 4 year olds attending 2nd year
(6) total group

The t-test was omitted for four-year olds attending for three years because the sample (n=3) was considered too small. In each instance where the t-test was applied to test for the significance of difference, it was assumed to be at the .05 level of confidence.

2. Shaefer and Aaronson Day Care Behavior Inventory

The inventory comprised 30 items, 15 of which described social behavior considered desirable and 15 less desirable. The teacher rated each student twice, once in October and again in May on each of the 30 items, according to the following scale:

Rating	Almost always	Frequently	Half the time	Some times	Almost never
Values	5	4	3	2	1

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In the scoring, however, the values for the 15 items describing the less desirable behavior, (items 3-5, 9-11, 15-17, 21-23, 27-29), were reversed as follows:

Rating	Almost always	Frequently	Half the time	Some times	Almost never
Value	1	2	3	4	5

The mean achievement scores for October and May were obtained for individual classes and for the total group. A t-test was applied in each instance to test for the significance of the difference between means for October and May at the .05 level of confidence.

3. The Pre-School Development Inventory

As an evaluative device, this inventory was primarily formative in use, giving the teacher and teacher-aide an opportunity to think about the development of each child.

Each student was rated by the teacher and by the teacher-aide, independently, at three separate times, (October, January, and May), on 5 types of growth:

(1) Physical Development (16 items)
(2) Sensory Development (12 items)
(3) Verbal Development (8 items)
(4) Concept Development (12 items)
(5) Social and Emotional Development: Maturity (16 items)

For scoring, the final ratings were used. Every item checked was given one point except for section 5 - "Social and Emotional Development." In this part, certain items, namely: "tense," "withdrawn" and "unhappy," were counted as minus one (-1), if checked.

The percentage of students achieving at least 75 per cent of the items in each category of development was computed. For those categories in which less than 80 per cent of the students achieved 75 per cent or more of the items, a look at the initial functioning level of the students was also made; then, a t-test of the difference between the mean scores obtained for the first and third rating periods was made with the significance level assumed to be .05.

4. Questionnaires, Checklists and Schedules

The data obtained were tallied and the results computed into frequencies, rankings, and/or percentages of responses.

Results of the foregoing analyses are presented in narrative form, tables and figures.

C0026

PRESENTATION AND DISCUSSION OF FINDINGS

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Achievement Inventory

The Bettye Caldwell Preschool Inventory was administered by the teachers in October, 1973 and in late May or early June, 1974. The results of these tests were used as the measurement of the first objective of the MSD Preschool Program. (See page 5.)

Table I gives a breakdown of the students attending the MSD Preschool by age groups and years in attendance. Data for students who were administered the pretest but not the posttest, had to be omitted, thereby reducing the sample size by 79 pupils.

TABLE I

Number of Model School Division Preschool Students Administered Preschool Inventory in October, 1973 and June, 1974, by Age in October, 1973 and Number of Years in Attendance

Age as of 10/73	Number of Students							
	Attending 1st Year		Attending 2nd Year		Attending 3rd Year		Total	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
2½	8	7	-	-	-	-	8	7
3	162	123	12	9	-	-	174	132
4	72	57	50	40	4	3	126	100
Total	242	187	62	49	4	3	308	239

The test data for the 239 students who took the pre and posttest were matched and recorded by age and the number of years of attendance in order to assess the gains made by each group during the period between testing.

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In each instance, the posttest mean score was higher than the pretest mean score. A t-test was applied to the difference between the means of the pre and posttest for all groups except one, (4 year olds in 3rd year), for which the number of students (n=3) was considered too small. The differences or gains made were found to be significant at the .01 level of confidence in every instance. As for the three students (4 year olds - 3rd year), they obtained a posttest mean of 59. This mean score was 5 points less than the highest possible score attainable. The pre and posttest mean scores, the difference and the t-scores are shown in Table II. A further comparison of the pre and posttest mean scores for the 4-year olds by the number of years in attendance is shown in Figure 1; for 3-year olds in Figure 2.

TABLE II

Means and t-Tests of Scores on Preschool Inventory for Model School Division Preschool Students
(Shown by age as of 10/73 and Year of Attendance)

Year of Attendance	Age as of 10/73	N	Mean Pre-test	Mean Post-test	S.D.	d.f.	t	p
	2½	7	20.14	39.0	2.22	6	8.49	.01
1st year	3	123	24.67	42.37	0.83	122	21.39	.01
	4	57	35.74	52.84	1.04	56	16.40	.01
	3	9	31.00	48.22	3.37	8	5.10	.01
2nd year	4	40	44.00	53.12	0.81	39	11.23	.01
3rd year	4	3	53.00	59.00	--	--	--	--
Total sample		239	31.00	47.00	0.57	238	28.03	.01

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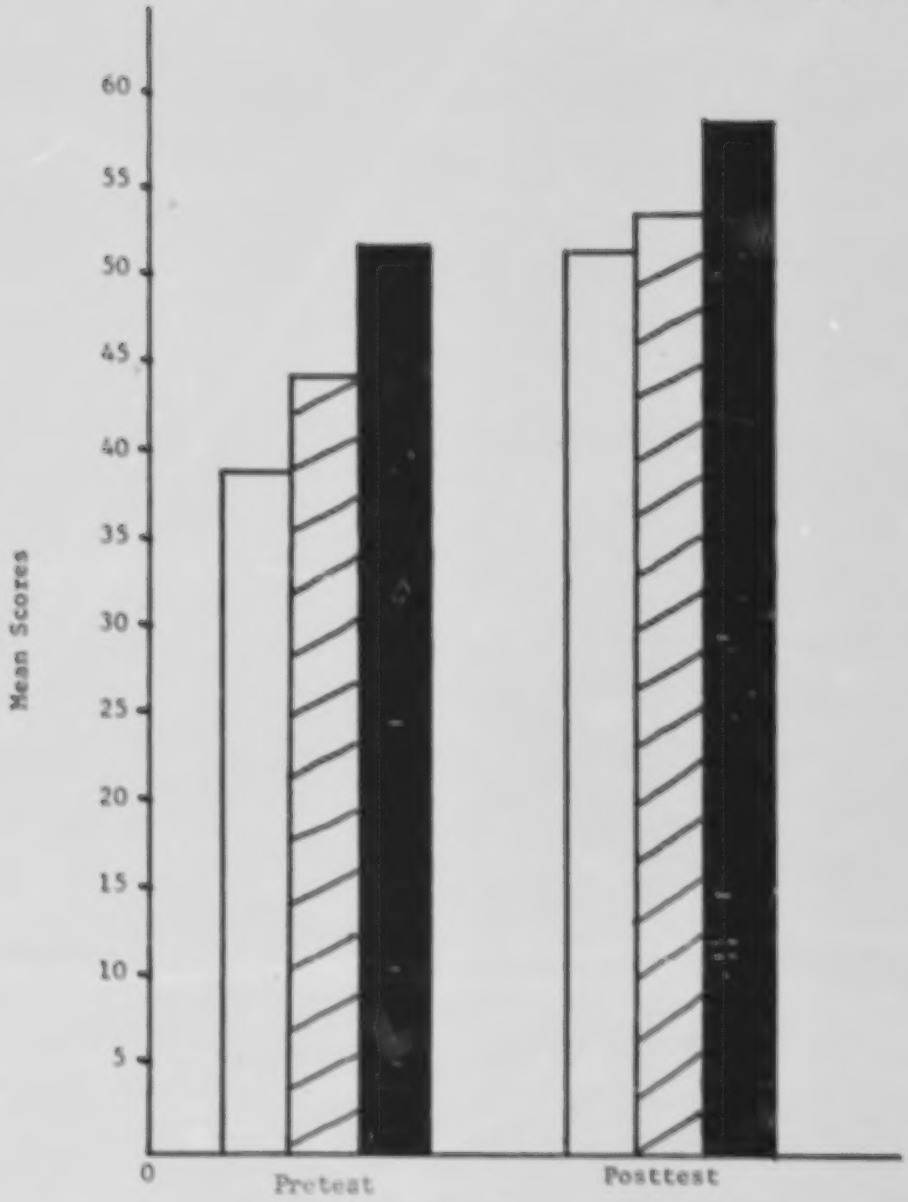

Figure 1

Comparison of Pretest Mean Scores
and Post test Mean Scores of 4-Year Olds by Number
of Years Attended

Key: first year
second year
third year

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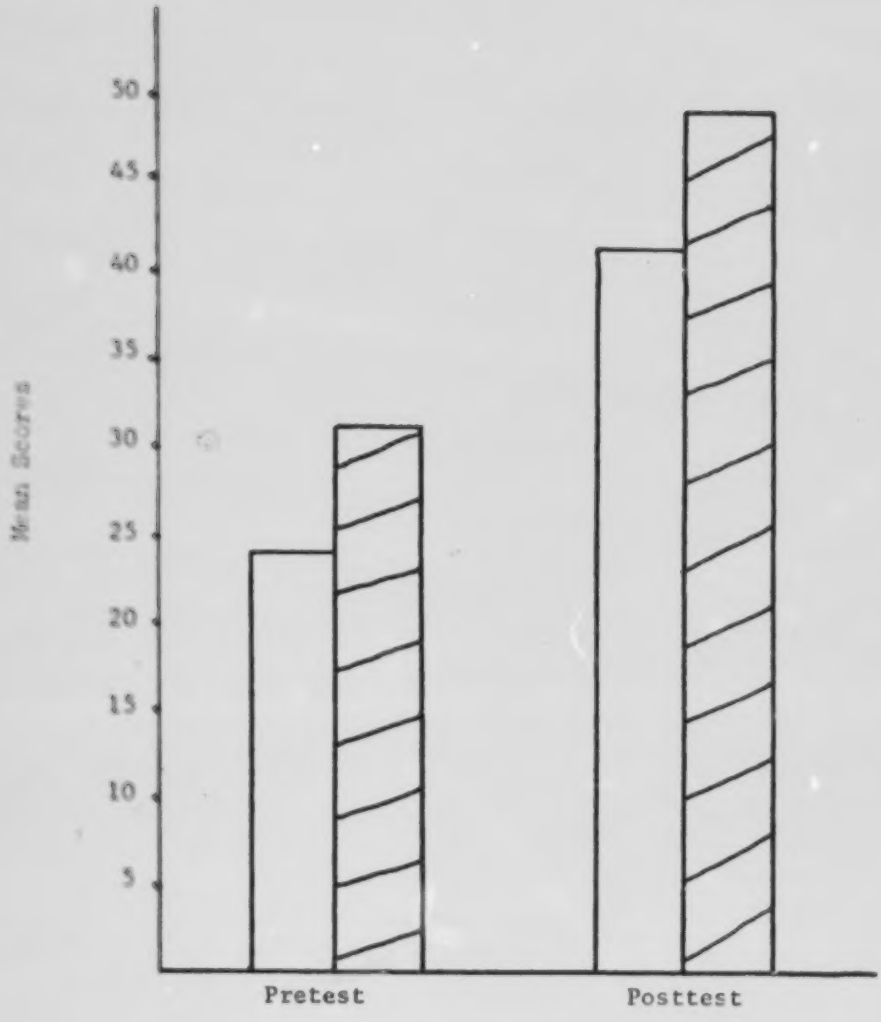

Figure 2

Comparison of Pretest Mean Scores and Posttest Mean Scores of 3 Year Olds by Number of Years Attended

First year

Second year

Behavior Inventory

Ratings were given 282 students on the Day Care Behavior Inventory in October and May by the 20 preschool classroom teachers. The use of these data were for testing objectives two and three.

The fall and spring ratings for students in each class were matched and recorded. A mean gain from October to May was found for 13 of the classes. When the t-test was applied for each of the 13 mean differences or gains, six classes showed a gain that was significant at the .01 level of confidence; three at the .05 level; and for the remaining four classes, the gain was not significant.

The mean ratings for seven classes were downward. Six of these mean differences or losses were not significant when tested with the t-ratio; one was significant at the .05 level of confidence. For this one class, the Spring ratings were made by a different teacher from that in the Fall, however.

When the 282 students were considered collectively, the mean rating was 5.6 points higher in the Spring than in the Fall. In a test for the significance of difference, this mean gain was found to be significant at the .01 level of confidence.

The mean and t-test of ratings may be found in Table III, which follows.

Table III

Mean & t-test of Scores on "Day Care Behavior Inventory" for 20 Preschool Classes

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Class	N	October Mean	May Mean	Mean Difference	S.D.	df	t	p
I	12	109.5	117.8	8.3	2.99	11	2.76	.05
II	13	115.5	112.2	-3.3	3.04	12	1.11	n.s.
III	13	109.8	115.5	5.7	2.80	12	2.01	n.s.
IV	11	106.3	120.8	14.5	4.12	10	3.53	.01
V 1/	14	115.5	105.7	-9.8	3.70	13	2.64	.05
VI	15	105.2	103.8	-1.4	3.59	14	0.39	n.s.
VII	19	95.6	103.6	8.0	3.35	18	2.37	.05
VIII	15	117.1	124.3	7.2	2.05	14	3.48	.01
IX	16	102.0	110.8	8.8	5.23	15	1.69	n.s.
X	14	94.5	95.1	0.6	2.47	13	0.26	n.s.
XI	10	108.7	108.6	-0.1	2.91	9	0.03	n.s.
XII	12	99.8	118.3	18.5	3.74	11	4.94	.01
XIII	10	112.6	107.7	-4.9	3.50	9	1.40	n.s.
XIV	16	97.4	114.5	17.1	2.93	15	5.85	.01
XV	16	110.2	108.1	-2.1	2.68	15	0.77	n.s.

(Cont'd)

1/ The teacher for this class was different in the Fall and in the Spring.

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Table III (Cont'd)

Mean & t-test of Scores on "Day Care Behavior Inventory" for 20 Preschool Classes

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Class	N	October Mean	May Mean	Mean Difference	S.D.	df	t	p
XVI	18	112.7	120.7	8.0	3.55	17	2.25	.05
XVII	13	102.2	101.3	-0.9	4.89	12	0.85	n.s.
XVIII	19	98.3	113.8	15.5	2.81	18	5.51	.01
XIX	13	110.0	111.0	1.0	5.82	12	0.17	n.s.
XX	13	106.3	120.6	14.3	4.05	12	3.52	.01
TOTAL	282	106.0	111.6	5.6	0.91	281	6.13	.01

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Development Inventory

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The Pre-School Development Inventory was used by the teacher and the teacher-aide, independent of one another, to rate the student's attainment of five areas of growth, namely:

(1) Physical Development
(2) Sensory Perception
(3) Verbal Development
(4) Concept Development and
(5) Social and Emotional Development: Maturity

The data were utilized to test objective number four.

Data for 224 students in 17 classes were rated by both teacher and teacher-aide. One teacher and her aide did not submit this inventory and two (2) teachers were without aides for 1 to 4 months toward the end of the school year.

According to the teachers' ratings, 80 per cent of the students attained mastery in 75 per cent or more of the items by May in three categories. The categories were (1) physical development, (2) sensory perception and (3) social and emotional development. This percentage applied to only one category, physical development, in the ratings of students by teacher-aides. See Table IV and Figure 3.

TABLE IV

Percent of Preschool Students attaining 75 percent Mastery by the End of the School Year in 5 categories of Development

Categories of Development	Teachers' Rating	Teacher-aides' Rating
	Percent of Students	
(1) Physical	91%	85%
(2) Sensory Perception	84%	75%
(3) Verbal	61%	52%
(4) Concept	48%	48%
(5) Social & Emotional	82%	67%

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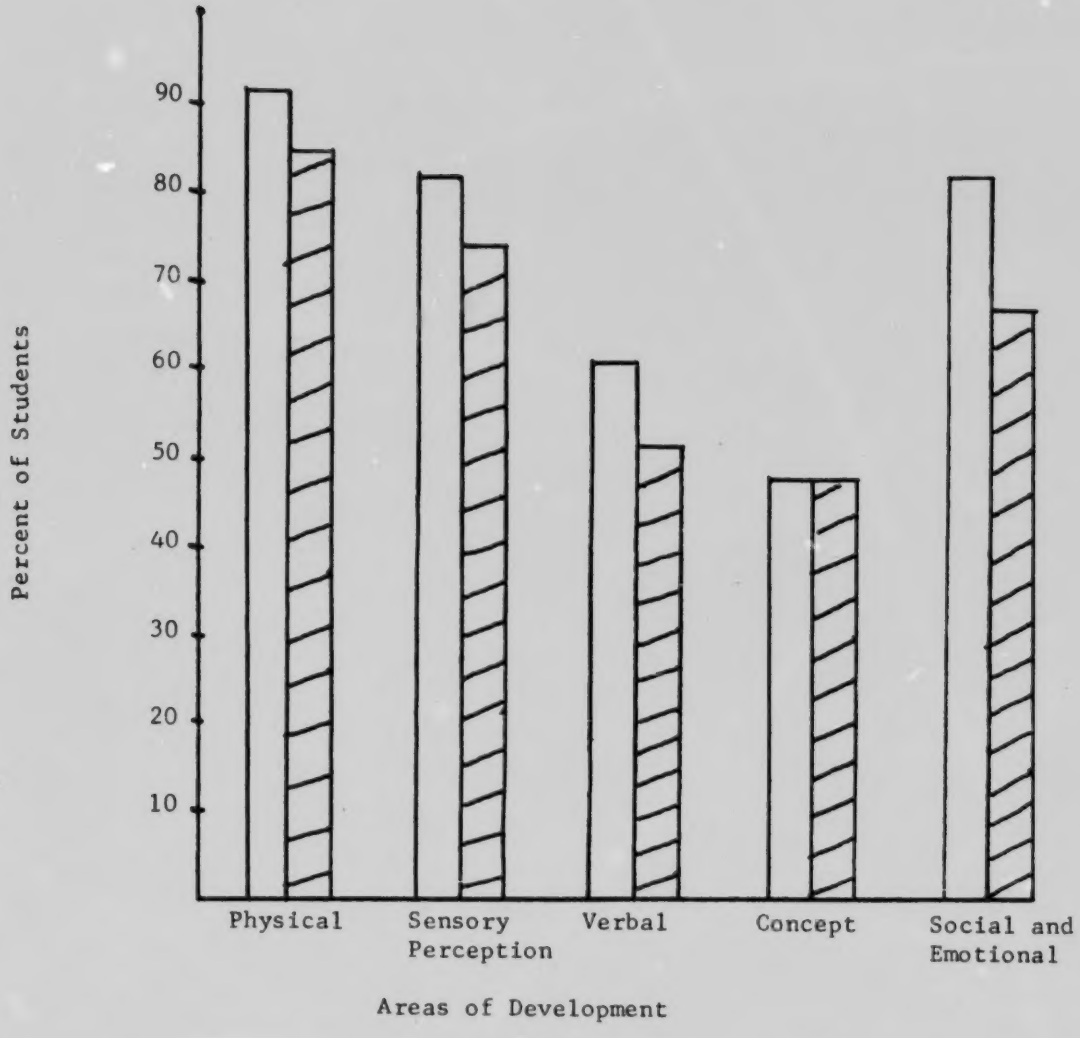

Figure 3

Percent of Preschool Students Attaining
75 Percent Mastery in Five Areas of Development
by the End of the School Year
As Rated by Teachers and Teacher-Aides

Key:

□ teachers' rating

▨ teacher-aides' rating

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In the areas of verbal and concept development both the teachers' and teacher-aides' ratings showed less than 80 percent of the students mastering 75 percent of the items. Thus, for these two categories the mean ratings for October and May were compared and a t-test applied to the differences (gains). In both categories, the gains shown in the ratings of teachers and teacher-aides from Fall to Spring were found to be significant at the .01 level of confidence. Details are given in Table V.

TABLE V

Means and t-Scores of Teacher and Teacher-Aide Ratings for Verbal and Concept Development 1/

Teachers' Rating	Verbal Development	Concept Development
October Mean	36.4	33.7
May Mean	76.0	109.0
Mean Difference	+39.6	+75.3
t - Score	9.9	9.6
p<	.01	.01
Teacher-Aides' Rating		
October Mean	35.0	45.4
May Mean	67.5	112.2
Mean Difference	+32.5	+66.8
t - Score	7.09	6.81
p<	.01	.01

1/ See Appendix C for supportive Tables V a and b.

Parent Questionnaire

"The Parent Questionnaire" was filled out by 69 parents, each representing a different family, which constituted a little more than a 20 per cent sample based on the number of students for which data were collected in this evaluation. The data were utilized primarily to measure objective five but were also instrumental in testing objectives six and seven.

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Questions about parent-participation in preschool activities divided the activities into five types: (1) classroom visits, (2) teacher assistance, (3) field trips, (4) parent meetings, and (5) parent workshops. Four parents indicated that they had not taken part in any one of the activities. Three of these four parents also indicated that they worked outside of the home, one both working and attending school. An analysis of the five types of activities in which parents had engaged showed that 39 per cent had participated in all five types at some time or other during the school year. See Table VI.

TABLE VI

Percentage of Parents Engaged in Preschool Activities According to the Number of Types of Activities In Which They Engaged

Number of Types of Activities	Percent of Parents Engaged		
	Total N=69	Working N=39	Non-Working N=30
5	39%	28%	53%
4	20%	21%	20%
3	16%	18%	13%
2	12%	15%	7%
1	7%	10%	3%
0	6%	8%	3%

Note:

1. The category "working" is for parents who worked outside of the home or attended school regularly.

2. The five types of activities rated were: 1) classroom visits; 2) assisting the teacher in the classroom; 3) assisting on fieldtrips; 4) participating in meetings; and 5) attending workshops.

Further analysis revealed that "classroom visits" was the type of activity in which most parents had engaged at least once.

The other four types of parent activity, ranked in the order of amount of participation were; 1) parent meetings, 2) workshops, 3) teacher assistance, and 4) field trips. Further analysis is presented in Table VI a in Appendix C.

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Parents who worked outside of the home or attended school made up 57 per cent of the parent sample. A comparison of their participation with the parents who stayed at home is given in Table VII. Although the percentage of parents who stayed at home was somewhat higher for each type of activity, a ranking of the activities for the working and non-working reveals a similar pattern. Also see Table VII a in Appendix C.

TABLE VII

Parent-Participation in Preschool Activities by Work-Status*

Type of Participation	Parent Sample N=69					
	Working N=39			Non-Working N=30		
	Yes	No	NR	Yes	No	NR
Visited Classroom	82%	18%	--	97%	3%	--
Assisted teacher	44%	56%	--	73%	23%	3%
Accompanied class on field trip	44%	51%	5%	60%	40%	--
Attended Parent-Meetings	69%	28%	3%	90%	10%	--
Attended Work-shops	64%	31%	5%	80%	17%	3%

* Working parents include those who work outside of the home or attend school on a regular basis.

Questions about the participation of parents in the decision-making process of the MSD Preschool Program revealed the following. Thirty-eight percent of the 69 parents voted for their center's representative to the Parent Policy Committee. When the parent sample was divided into PPC members (N=15), and non-members (N=54), 80 per cent of the PPC members had participated in the voting as opposed to 26 per cent of the non-members. Questionned as to whether they were satisfied with what the PPC members were doing, 70 per cent of the total parent sample indicated they were. This was 93 percent of the PPC-member sample and 63 per cent for the non-members.

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TABLE VIII

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A Comparison of the Responses of Parents Who are Members of the Parent-Policy Committee With Responses of Parents Who Are Non-Members

Question	Responses in Percent		
	Yes	No	NR
1. Did you vote for your center's representative to the Parent Policy Committee?			
a. PPC Members (N=15)	80%	20%	—
b. Non-Members (N=54)	26%	74%	—
Total (N=69)	38%	62%	—
2. Are you satisfied with what the Parent-Policy Committee is doing?			
a. PPC Members (N=15)	93%	7%	—
b. Non-Members (N=54)	63%	7%	14% 1/
Total (N=69)	70%	6%	11% 1/

1/ Nine parents stated "no knowledge of what PPC is doing". The above percentages do not include those 9 parents' responses.

Questions on the "Parent Questionnaire" pertaining to health and social services were helpful in measuring objectives six and seven. Thirty-two families or 46 percent of the sample indicated that they had received some type of health or social service. Tables IX and X present the kinds of services, the number of families receiving each kind and the percentage expressing satisfaction with the services they received.

The services indicated as being received most often were dental care, medical care and clothing, followed by nutritional advice and food.

Other questions answered by the parents dealt with how the parents felt about the educational program. The parents were 100 per cent in stating that they felt that their children were happy attending preschool. Ninety-three per cent of the parents felt that they had been fully informed about their children's progress. Ninety-nine per cent of the parents stated that they felt free to come to school to talk to their children's teachers and 93 per cent stated they were satisfied with how well their children were doing in school.

Sixty-two per cent of the parents said that their homes were not visited by the teacher nor the teacher-aide, and 87 per cent of the parents stated that they were not visited by the Social Services Director nor the Social Service aides at the time of the completion of the Parent Questionnaire (April, 1974).

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TABLE IX

Families Receiving Help of a Social Service Nature Through the Preschool Program by Type of Service As Reported by Parents for the Period October, 1973 to April, 1974

Type of Service	Number of Families Receiving Service 1/	Expressed as a % of total Families N=69
Dental Care	10	15%
Medical Care	10	15%
Clothing	10	15%
Nutritional Advice	8	12%
Food	7	10%
Other 2/	5	7%
Budgeting and Home Management	4	6%
Legal Services	3	4%
Employment Counseling	2	3%
Housing	1	1%

1/ A family may have received more than one type of social service.

2/ The item specified most often as "Other" was toys for the children.

00041

TABLE X

Satisfaction Expressed by Parents With the Help Their Families Received of a Social Service Nature Through the Preschool Program for the Period October, 1973 to April, 1974

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Type of Service	Number of Families Receiving Service 1/	Percent Reporting Service Received as Satisfactory
Dental Care	10	80%
Medical Care	10	80%
Clothing	10	90%
Nutritional Advice	8	100%
Food	7	100%
Other 2/	5	100%
Budgeting and Home Management	4	100%
Legal Services	3	100%
Employment Counseling	2	50%
Housing	1	100%

1/ A family may have received more than one type of social service.

2/ The item specified most often as "Other" was toys for the children.

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Parents were also given an opportunity to express what they liked most about the preschool program and what they disliked about it. The greatest number of parent responses to what they liked most had to do with the child's achievement and preparation for kindergarten. The second highest "like" had to do with the child's social development. Table XI gives the kinds of parent responses and the number for each.

TABLE XI

Parents' Responses as to What They Liked Most About the Preschool Program

Rank	Most Liked	Number of Responses 1/
1	The achievement of my child; preparation for kindergarten	26
2	The social development of my child	23
3	The development of a positive school attitude on the part of my child	5
4.5	The teachers; their friendliness, understanding and dedication	4
4.5	The help and knowledge given me and my child	4
6.5	The educational trips, etc.	3
6.5	No response	3
9.5	The psychological and emotional development of my child	2
9.5	The care and treatment given my child	2
9.5	The parents' involvement	2
9.5	Everything	2

1/ A few parents listed two things as "most liked."

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Thirty-three of the parents gave no response at all to the question on what they disliked about the preschool and another 16 stated that they had "no dislikes." However, in ranking the responses about dislikes; the third highest number had to do with the half-day sessions. These parents indicated their preference for a full-day program. See Table XII for a full listing of "dislikes" ranked by number of responses.

TABLE XII

Parents' Responses As to What They Did Not Like About the Preschool Program

Rank	Dislikes	Number of Responses 1/
1	No response	33
2	No dislikes	16
3	The half-day; prefer all day	7
4	Lack of parental involvement	4
5	Lunches; improvement needed	3
6	Lack of hot breakfast	2
9	Not teaching numbers and alphabet in first year	1
9	Lack of progress reports to parents	1
9	Lack of cooperation between some parents and teachers	1
9	The discipline; fighting, etc.	1
9	The way some teachers and aides talk to parents	1

1/ One parent listed 2 "dislikes."

00044

Last, but not least on the Parent Questionnaire parents were given the opportunity to give additional comments about the program. The comments given are listed below. The number in parenthesis following a comment indicates the number of times the comment (or a similiar comment) was given by parents, provided it was cited by more than one parent. All parents did not make a comment.

Comments:

1. Preschool provides an excellent start for young children, getting them ready for learning and social adjustment needed later.(7)

2. I feel that preschool is an excellent program.(6)

3. I think the preschool program does wonders for parents and their children. It prepares the children for what lies ahead and helps parents realize the needs of their children and gives them a chance to go places and do things together.(5)

4. I hope this program will be continued.(5)

5. I am very grateful that my child has this opportunity.(3)

6. I like coming to the program because I can help my child learn.(2)

7. It would be good if parents are encouraged somehow to help more in the preschool program.(2)

8. I would like to see the preschool operate on a full-day schedule.(2)

9. The preschool has done wonders for my child in enabling him (her) to overcome shyness and selfishness and to learn to share.

10. The preschool program should not be penalized because of parent non-participation.

11. As a working parent it is hard to take off on a days notice to participate in the planned activities; however, I would like to communicate with my childs teacher even if it means by letter.

12. The program could do better if there were fewer money problems to worry about.

13. I am not able to pay the amount presently owed for my child to continue in the program.

14. I think the program should be so funded that it is entirely free to all, especially when one's parent works and pays taxes every year.

15. Preschool is very important to young children and I think they should stop cutting the funds and talking about not having it anymore.

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16. From just being at the evaluation workshop today made me realize that there are so many things that I can do to try and improve the program. Since I have each Thursday off from work, I will volunteer to do anything that I can to help make the program a success.

17. I would like advice or more information on budgeting and some training in home management.

18. I liked the workshop, but we need more to work with.

19. The teachers involved with my children are the most patient I have seen. The children are taught more than just numbers and letters. I feel that these teachers go out of their way to provide a good healthy attitude for their students. They do a wonderful job keeping up with the students on trips and otherwise being closely involved with each child.

20. My children have gotten a lot from preschool. At one time I was a teacher-aide in the program so I do know the value of the program.

21. I have enjoyed the program.

22. I approve of all the things my child is receiving in preschool except the lunches. The menu remains the same; therefore the child goes without eating lunch somedays partly because of the meal served.

Teacher Questionnaire

Fifteen of the twenty MSD Preschool teachers responded to the "Teacher Questionnaire." Questions about their background revealed the following: The average age was 33 years; they had an average of $8\frac{1}{2}$ years of teaching experience of which close to 6 years was in preschool. Seven teachers had a bachelors degree, 4 had a bachelors degree plus 15 hours of graduate credits, 3 had a masters degree and 1 had a masters degree plus 30 hours. Thirteen of the 15 teachers had special training in Early Childhood Education. One teacher had been a social service aide and teacher-aide prior to becoming a teacher; one had been a parent volunteer--all in the Preschool Program.

Based on the Teacher Questionnaire "responses" there was a total enrollment of 279 for the fifteen classes giving an average enrollment of 18.6 pupils. In each of 6 classes, there was one handicapped student. The types of handicapping conditions were speech impediment (suffered by two students), asthma, cerebral palsy, lead poisoning, and mental retardation.

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Fourteen teachers responded to the question on the percentage of students normally in attendance each day. The data reported were: 2 classes with 70-79%, 6 classes with 80-89% and 6 classes with 90-99% average daily attendance.

The preschool teachers were asked to rate ten aspects of the preschool program: (1) plant facilities, (2) enrollment procedures, (3) medical services, (4) dental services, (5) food services, (6) social services component, (7) teacher-aides, (8) parent involvement, (9) volunteer program, and (10) administrative support. The rating scale was as follows:

Rating	Excellent	Very Good	Good	Fair	Poor
Value	4	3	2	1	0

Using the values assigned, mean ratings were found for each aspect. The results are shown in Table XIII.

TABLE XIII

Teachers' Rating of Selected Aspects of the Preschool Program

Rank	Aspects	Mean Rating	Mean Value
1	Teacher-aides	2.8	Very Good
2	Enrollment procedures	2.5	Very Good
3	Plant facilities	2.3	Good
4	Food services	2.2	Good
5	Administrative support	2.0	Good
7	Medical services	1.4	Fair
7	Parent involvement	1.4	Fair
7	Volunteer program	1.4	Fair
9	Dental services	1.1	Fair
10	Social services	1.0	Fair

Supportive Table XIIIa in Appendix C provides detailed data on the teachers' ratings. The aspect given the most favorable rating was teacher-aides, whereas the aspect given the least favorable rating was social services.

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All of the fifteen teachers reporting said that they had visited each child's home at least once during the school year. Over half of them (8) stated that they averaged more than one home visit per child.

Teachers were requested, also, to indicate the adequacy in their centers of 13 types of equipment and supplies considered appropriate for preschool use. Ranked in the order of adequacy as rated by teachers, the equipment and supply list was as follows: table activities materials; furniture; floor play materials; hardwood unit blocks; household and dramatic play materials; water play materials; art activities materials; music activities materials; audio-visual aid; literature (picture story-books, etc.); general supplies (towels, tissues, etc.); science and special project equipment; and last outdoor play equipment. The item rated adequate by most of the teachers was "table activities materials," with "furniture" second. The items rated inadequate by most of the teachers were "outdoor equipment" and "science and special project equipment." Table XIV gives a detailed analysis.

TABLE XIV

A Report by the Preschool Teachers on the Adequacy of Equipment and Supplies Appropriate for the Preschool Center

Rank	Equipment and Supplies	Responding					
		Adequate		Inadequate		NR	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
1	Table activities materials	14	93%	1	7%	--	--
2	Furniture	13	87%	2	13%	--	--
4.5	Floor play materials	12	80%	3	20%	--	--
4.5	Hardwood unit blocks	12	80%	3	20%	--	--
4.5	Household and dramatic play materials	12	80%	3	20%	--	--
4.5	Water play materials	12	80%	3	20%	--	--
7.5	Art activities materials	10	67%	3	20%	2	13%
7.5	Music activities materials	10	67%	5	33%	--	--
9.5	Audio-visual aids	8	53%	7	47%	--	--
9.5	Literature (picture story books, etc.)	8	53%	7	47%	--	--
11	General supplies (towels, tissues, etc.)	7	47%	7	47%	1	6%
12.5	Outdoor play equipment	4	27%	11	73%	--	--
12.5	Sciences and special project equipment	4	27%	11	73%	--	--

00048

The teachers were asked to list any problems encountered in the preschool. The problems listed by the teachers are shown below. The number in parenthesis indicates the number of times a particular problem was cited.

1. The lack of communication between the teaching staff and the administrative staff. (5)

2. Excessive paperwork created through duplications and record keeping. (4)

3. The uncertainty of funds from year to year; lack of funds for materials, etc. (3)

4. The classroom; too small, lacks running water, no conference areas, etc. (2)

5. Confusion between UPO regulations and Board of Education guidelines. (2)

6. The poor attendance of the teacher-aide.

7. Lack of a neutral person or group to serve as mediator(s) in settling problems between staff members.

8. Cars parked on the playground.

9. Lack of a ditto machine.

10. Lack of an aide.

11. Poor playground facilities, space and location.

12. None

13. Unreliability of buses ordered for field trips.

14. The lack of a refrigerator for health and nutritional reasons.

15. The lack of air condition during summer sessions.

The first three problems cited by the teachers in the order of those mentioned most frequently refer to, 1) the lack of communication between the teachers and the administrator(s), 2) having to keep many records and complete a lot of paperwork and 3) the rumors that the program may be phased out, or not to be refunded.

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In addition to listing the problems, teachers were given the opportunity to make suggestions for improving the preschool program. The following suggestions were given. The numbers in parentheses indicate the number of times a particular suggestion was given.

1. There should be some type of school newsletter, etc., to aid communication. (4)

2. Provide more funds for equipment and supplies. (3)

3. Provide more administrative help for the director who is overworked. (3)

4. Provide additional help for completing the big volume of paperwork required. (2)

5. Have staff work together to eliminate rumors and friction; more staff meetings, etc. (2)

6. Have the program taken over totally by the Board of Education. (2)

7. Have an all day program; or two half day sessions, i.e. enrichment.

8. Provide additional custodial services for the preschool.

9. Lower the class size from twenty to sixteen.

10. All preschool centers could be located in a regular public school and function as a part of that school.

11. Send out information required by U.P.O and the school system in time to allow staff to complete reports by the deadlines.

12. Have more workshops and courses related to Early Childhood Education.

13. Provide opportunities for teachers to observe other centers.

14. Better cooperation of the various departments within the school system with the preschool.

15. Provide for the use of specialists, i.e., music, math and science teachers.

16. Provide some type of evaluative system in which staff can assess their skills and thus seek ways to upgrade themselves.

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17. Switch to behavorial performance standards for children.

18. Provide some kind of list of standard operating procedures in order to handle difficulties that seem to re-occur.

19. Establish a review board consisting of a Model School administrator, the preschool director, a parent and a staff member to periodically assess the attendance and work performance of staff members, and react to other situations as necessary.
Have the entire preschool housed in one location, with the children bussed in, to promote better supervision, coordination, etc.

20. Instead of having social service aides, have a qualified social worker who is familiar with the D.C. area and can refer staff and parents to proper agencies.

Teacher-Aide Questionnaire

The "Teacher-Aide Questionnaire" was submitted by 15 of the 19 teacher-aides. Replies to background data indicated that on an average they were older than the preschool teachers, 10 of the 15 being 35 years or older. Thirteen had been in the preschool program 5 or more years; thirteen had had training in Early Childhood Education. Nine indicated they were participants in the "Careers Ladder" program and aspired to become a preschool teacher. Prior to becoming a teacher-aide, 9 had served as parent volunteers and 4 as community volunteers. Other experiences cited were: cub scout den mothers, preschool cook and Sunday School teacher.

Seven of the teacher-aides lived in an area less than 12 blocks of the preschool center they served. None of the aides reporting currently have a child enrolled in the MSD preschool, but 10 of the 15 previously had a child enrolled.

The aides were asked to list the five duties they performed most often as part of their preschool workday. Fourteen aides responded to this item. The results are listed in Table XV.

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Table XV

The Most Frequently Performed Duties Ranked According to the Number of Times Cited by the Preschool Teacher-Aides

Rank	Duties	No. of times cited	Percent of teacher-aides 1/ N=14
1	Preparing for and serving meals	9	64%
2	Tidying up	8	57%
3.5	Listening to children	7	50%
3.5	Assisting children during work-play period	7	50%
5	Reading stories to children	6	46%
6.5	Monitoring playground activities	5	36%
6.5	Helping children solve problems	5	36%
9	Passing out supplies	3	23%
9	Monitoring restrooms	3	23%
9	Setting up exhibits of children's work	3	23%
12.5	Greeting children and parents on arrival	2	15%
12.5	Assisting teacher in planning	2	15%
12.5	Accompanying children on field trips	2	15%
12.5	Assisting pupils remove hats/coats	2	15%
15	Setting up equipment (record player, etc.)	1	8%

1/ One teacher-aide failed to list duties as prescribed.

Ten aides stated that they had visited sixteen or more homes of preschool pupils. Two stated they had visited between 6 and 10 homes, while two stated they visited between 1 and 5 homes. One aide did not indicate the number of home visits made during the school year.

Teacher-aides were also asked to give suggestions for improving the preschool program. Suggestions given are as follows:

1. Try harder to bridge the communication gap between complete staff, i.e., orientation in human behavior, group inter-actions and relationships, through more staff meetings allowing for suggestions, etc. (4)

2. Provide more equipment and educational materials for the children. (3)

3. Have all day school; or two half day sessions. (3)

4. Encourage more parent involvement. (3)

5. Continue the program because it is doing much for the children and parents in the community. (2)

6. Each classroom should have adequate rest space and be equipped with toilet and basins of the size appropriate for pre-schoolers. (2)

7. The three-year-olds and the four to five-year-olds curriculum should be different to prevent unnecessary discipline problems.

8. More science teaching should be included in the program.

9. The teachers should be required to follow administration's guidelines and policies to have a more effective program.

10. I think teacher-aides should be allowed to fullfill their job description, i.e., make home visits.

11. More films should be used to reinforce subject matter.

12. The children should be taught drama.

13. Hire people who really want to work with preschool children.

14. Increase the preschool budget.

15. Serve hot meals.

16. Drop the "fee" scale for attending preschool.

17. Provide more in-service training in early childhood development.

18. We need someone to work closer with families.

19. We need stronger directions from the upper administration.

20. Teachers could be more liberal and polite to parents and teacher-aides.

21. Teachers and aides should work as a team.

22. Better custodial services should be provided.

23. Have an enrichment program from 1 to 3 P.M. for the 4 to 5 year-olds.

24. Evaluate teachers, teacher-aides and substitutes.

25. Have the program come under the D.C. Public Schools.

Observation Checklist

The on-site observations by the evaluation team took place from April 8, 1974 through May 8 and were limited to one visit per class. The main areas for observation were: (1) physical facilities, (2) classroom activities and student participation, and (3) utilization of personnel.

(1) Physical Facilities

Through observations conducted by the evaluation team, it was found that the adequacy of the classroom, restroom and outdoor playground facilities varied greatly from center to center. The size of the classrooms in the older school buildings was adequate, but the restrooms and water for sanitation purposes were not conveniently located. Three demountable classrooms did not have the space necessary for an enrollment of 20 students, but the restrooms and water were conveniently located and the lavatory equipment was properly sized for preschool children. Classroom size of the leased facilities was inadequate in terms of enrollment and platforms for use with the standardized bathroom equipment were missing. However in the leased facilities, students had access to an indoor gymnasium, which was convenient in times of inclement and extremely cold weather. To utilize outdoor facilities, they were required to cross heavy-traffic corridors.

Uneven and broken asphalt was seen on several playgrounds and, in some instances, the surface was covered with debris and broken glass. Most often the playground equipment appeared sturdy, but the amount and variety of equipment were limited. Tables XVI and XVII give the observers' ratings for the facilities and the reasons why certain aspects of the facilities were deemed inadequate.

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Table XVI

Evaluation Team's Ratings of the Preschool Centers' Physical Facilities

Physical Facility	Rating		
	Adequate	Marginal	Inadequate
Classrooms (19) 1/			
Size (approx. 35 sq. ft. per child)	8	8	3
Location	7	8	4
Access to lavatory basin	6 2/	-	13
Restrooms (11 centers)			
Location	4	5 3/	2
Equipment	4	5 4/	2
Supplies	8	0	3
Cleanliness	9	1	1
Outdoor Playgrounds (10 centers) 5/			
Size (approx. 75 sq. ft. per child)	7	1	2
Location	7	2	1
Equipment	0	4	6
Ground condition	1	6	3

1/ A total of 19 classrooms; one classroom utilized by both A.M. and P.M. class.

2/ One lavatory basin in need of repair.

3/ Location on same floor as classroom.

4/ Less than standard-size but larger than preschool-size.

5/ One center lacks any outdoor play space.

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TABLE XVII

Reasons for Citing Physical Facilities
As Inadequate

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Physical Facility	Number	Reason
1. Classrooms (19)		
a. Size	1/	Less than 35 sq. ft. per child in terms of actual enrollment.
b. Location	4	In basement or third floor of building.
c. Access to lavatory basin	4	Water for sanitation purposes and classroom use obtained from bathroom located on another floor.
	9	Water on same floor but not in classroom.
2. Restrooms (11 ctrs.)		
a. Location	2	On another floor from classroom.
b. Equipment	2	Lacking platforms for use with standard-size equipment.
c. Cleanliness	1	Insanitary conditions
d. Supplies	3	Lacking soap, paper towels, and/or toilet tissue.
3. Outdoor Playgrounds 2/ (10 ctrs.)		
a. Size	2	Less than 75 sq. ft. per child
b. Location	1	Great distance from classroom to playground.
c. Equipment	6	Insufficient or lack of appropriate equipment.
d. Ground condition	3	Uneven and badly broken hard surface; broken glass and other debris.

1/ Five classrooms with access to indoor gym for play activities not included in this count although actual classroom size was less than 35 sq. ft. per child.

2/ One center lacks any outdoor playground.

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(2) Classroom Activities and Student Participation

(a) Self-Directed Activities

The free-choice or self-directed activities observed were put into 17 groups. See Table XVIII for the list. Two activities vied for first place as the self-directed (free choice) activity most often in evidence: (1) drawing/art work and (2) playing in the housekeeping area. However, when art activities were in evidence, a majority of the students in the class participated in the art activity more than playing in the housekeeping area. Although the planting of seeds was an activity in evidence once in a preschool class during the day of observation, the majority of the students in the class chose to take part in the activity. Table XVIII ranks the activities by the number of preschool classes in which the activity was in evidence and also by the number of preschool classes in which a majority of the students engaged in the activity. Activities occurring in the first half of both rankings are (1) drawing/art work, (2) playing in housekeeping area, (3) working with puzzles, (4) counting, (5) building with blocks, and (6) educational table top toys and activities.

(b) Teacher-Guided Activites

The reactions of the majority of students during the teacher-guided activities were noted during the observation period. The specific behaviors looked for were: (1) listening attentively, (2) asking questions, (3) responding, (4) sharing experiences, (5) following directions, (6) cooperating at rest period, (7) eating food provided, and (8) assisting in tidying up.

A ranking of the behaviors by the number of classes in which the behavior was predominant can be found in Table XIX.

TABLE XVIII

Self-Directed Activities As Observed in Twenty Preschool Classes
Ranked by the Number of Times the Activity Was In Evidence
and by the Number of Times a Majority of Students
in a Class Took Part

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Self-Directed Activity	col. 1 Ranked by Number of Times In Evidence	col. 2 Ranked by No. of Times Engaged in by Majority of Students in class
Drawing/art work	1.5 □	1.0 △
Playing in housekeeping area	1.5 □	3.0 △
Working with puzzles	3.0 □	4.0 △
Counting	4.0 □	6.0 △
Browsing through books	5.5 □	8.5
Building with blocks	5.5 □	2.0 △
Educational table top toys and activities	7.0	6.0 △
Role playing/dramatizing	9.5	14.5
Playing in sandbox/bean or water tray	9.5	8.5
Listening to records	9.5	14.5 △
Playing with floor toys - trucks, etc.	9.5	6.0
Singing/new songs	12.0	14.5
Playing with musical toy/instrument	13.0	14.5
Looking at pictures/slides	14.0	14.5
Dancing	16.0	14.5
Using tools - hammering pegs	16.0	10.5
Science project - planting	16.0	10.5

Key:

□ Ranked among first-half in col. 1

△ Ranked among first-half in col. 2

○ Ranked among first-half in both columns 1 and 2.

Note: The twenty classes were observed once each during the period from April 8 through May 8, 1974.

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TABLE XIX

Ranking of Student Behaviors for Majority of Students During Teacher-Guided Activities by Number of Preschool Classes In Which Behavior Was Observed

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Behavior	Number of Classes (N=20)	Percent of Classes
(1) Eating food provided	20	100%
(2) Following directions	18	90%
(3) Responding	17	85%
(4) Listening attentively	13	65%
(5) Assisting in tidying up	12	60%
(6) Sharing experiences	11	55%
(7) Cooperating at rest period	3 1/	30%
(8) Asking questions	0	0%

1/ All classes did not have a rest period on the day of observation.

Three classes had a majority of the students engaging in as many as seven of the behaviors at some time during the observation. The average number of behaviors per class was between four and five.

(3) Utilization of Personnel

On the days of observation, which took place from April 8 through May 8, eight classes had 15 or more students in attendance. Three of these 8 classes had 4 supervising adults and three had 3 supervising adults in the classroom, although, for one class, one of the adults was a teacher who was there to conduct a science lesson for about an hour. In the 12 classes with less than 15 students in attendance, two classes had 3 supervising adults on hand, while three classes had only one-the teacher. Another class had help for a period of time from 2 sixth-grade students in addition to the two adults. Four of the classes lacked a teacher-aide on the day of observation. Table XX shows the adults and the number of older students working with each class on the day that the class was observed.

In analyzing the utilization of personnel, it was noted that 1 class had 47 percent of the students enrolled in attendance; 3 classes, 50 to 59 per cent; 4 classes, 60 to 69 per cent; 5 classes, 70 to 79 per cent; 6 classes, 80 to 89 per cent, and 1 class, 95 per cent in attendance on the day of observation.

TABLE XX

Adults and Older Students Working With Each Class
On the Day of Observation

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Classes	Day of Observation 1/			Classroom Workers Present								
	Enrollment	Attendance #	Attendance %	Pre-Sch. Tchr.	Tchr. Aide	Soc. Service Aide	Par. Vol.	Comm-unity Vol.	Special Teacher	Older Stu.	Total Adults	Total All Cols.
1	19	9	47	1	1		1				3	3
2	17	9	53	1	1						2	2
3	20	11	55	1							1	1
4	15	11	73	1							1	1
5	21	12	57	1	1						2	2
6	18	12	67	1	1		1				3	3
7	16	12	75	1	1						2	2
8	18	12	67	1							1	1
9	20	13	65	1	1						2	2
10	17	13	76	1				1			2	2
11	20	14	70	1	1					2	2	4
12	21	14	67	1	1						2	2
13	18	15	83	1	1		1				3	3
14	21	16	76	1	1		2				4	4
15	18	16	89	1	1	1	1			1	4	5
16	19	17	89	1	1						2	2
17	21	17	81	1	1				1		3	3
18	20	17	85	1	1		2			2	4	6
19	21	17	81	1	1						2	2
20	20	19	95	1	1			1	1		4	4
Total	380	276		20	16	1	8	2	2	5	49	54
Average	19	13.8	73								2.4	2.7

1/ Observations took place during the period from April 8 through May 8, 1974.

Note: Three high school students served for periods of about one hour each; two sixth-grade students served for an hour.

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Staff Reports

A report concerning the activities of the social service component for the school year 1973-74 was submitted by the Social Service Director. This position was vacant for a part of the year; therefore all information was not available in the form requested.

The staff comprised a Social Service director and 3 Social Service aides. From the report a summary of the services rendered by the 3 Social Services aides from October through April (7 months) is as follows:

Referrals (medical, dental, etc.)	196
Clothing	124
Family counseling	44
Job placement	14
Housing	5
Furniture	3
Food stamps	2
Public assistance	1
Total	389

The report submitted by the director of the Social Services component can be found in Appendix D.

The Health and Nutrition coordinator submitted a schedule of workshops on health and nutrition. Eleven workshops were conducted from September through June at various centers by persons considered qualified in their field. See Appendix D for report as submitted.

The report of the Parent coordinator as submitted is found in Appendix D. Many workshops were planned and conducted by this Parent-Involvement component.

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CONCLUSIONS

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Twenty preschool classes operated in the Model School Division Preschool Program during the school year 1973-74. Nineteen classes were held in the A.M. and one class was held in the P.M. utilizing one of the A.M. classrooms.

Enrollment for the year averaged approximately 380 students, or nineteen pupils per class. The average daily attendance was approximately fourteen students per class per day.

The majority of the teachers had the service of a teacher-aide for the entire year. Several teachers were without aides for periods of time mainly due to four reasons - another preschool assignment in addition to being an aide, illness, jury duty and a promotion (one aide achieved teacher status during the year). The teachers averaged 8½ years of teaching experience and the majority had training in Early Childhood Education. They rated the aides as their number one asset. Rated lowest by the teachers were the dental service and social service provided. As for equipment and supplies the teachers rated outdoor play equipment and science and special project equipment as being the most inadequate. They stated that the two greatest problems were the lack of communication between the teaching staff and the administrative staff and too much clerical work.

Thirteen of the fifteen teacher-aides responding had five years or more experience in preschool. Thirteen also indicated thay had training in Early Childhood Education. Nine of the aides were participating in the "Career Ladders" program with aspirations of becoming a preschool teacher. Nine had served as a parent volunteer and four as community volunteers in the preschool program prior to becoming an aide. Seven aides lived within twelve blocks of the preschool center they served. Ten stated that they previously had a child enrolled in the MSD preschool.

Parent participation and involvement in the preschool program included (in order of frequency), visiting classrooms, attending parent meetings, attending workshops, assisting teachers in the classroom, and helping on field trips. At least three parents from each preschool center were selected to serve on the Parent Policy Committee which met regularly to discuss and make suggestions concerning preschool policy and procedure.

Over half of the 69 parents in the sample said that they had not been visited by the teacher, teacher-aide, nor the social service personnel. This contradicts the teachers' and teacher-aides' responses

that they had visited each child's home at least once during the school year. When asked to state their dislikes of the preschool program 49 of the 69 parents in the sample either made no response or stated that they had no dislikes. Seven of the remaining 20 stated that they disliked the half day sessions as opposed to whole day sessions.

Observations by the evaluation team revealed that the adequacy of classrooms, restrooms, water for sanitation purposes, and outdoor playground facilities varied greatly from center to center. Inadequacies included classrooms too small to provide 35 square feet per child, lack of water for sanitation purposes in the classrooms, lack of restrooms nearby, improper size restroom facilities as well as a lack of soap, paper, etc., lack of playground area, lack of proper playground equipment, and playground areas in unsafe condition.

Additional conclusions are listed according to the following objectives:

1. To significantly raise the intellectual understanding of the preschool students as measured by their performance on a pre- and post test of the Bettye Caldwell Preschool Inventory.

   Gains in achievement made by the preschool pupils were significant at the .01 level of confidence. In addition 93 per cent of the parents surveyed stated that they were satisfied with how well their children were doing in school. They listed the achievement of their child as the thing most liked about the MSD preschool.

2. To help in bringing about a positive change in the social and emotional behavior of the preschool students as measured by a pre and post teacher rating utilizing the Shaefer and Aaronson "Day Care Behavior Inventory."

3. To assist each child in developing a more positive self-image as indicated by the change in the teachers' ratings of social and emotional behavior, utilizing the instrument described in objective number two.

   As a group the 282 preschool pupils with matched pre-post "Day Care Behavior Inventory" scores showed positive change in social and emotional behavior that was proved significant at the .01 level of confidence. However, a class by class analysis revealed that the behavior pattern for seven classes were in a negative direction. Parents surveyed were 100 per cent in stating that their children were happy attending preschool. They rated the social development of their children as the second most liked aspect of the preschool. During observation the pupils appeared happy and seemed to be enjoying their preschool experiences. There were no visible signs of "missing mother" or "longing for home."

4. To provide a preschool program which will help at least 80 per cent of the pre-school students to successfully perform 75 per cent of the items in each of the categories on the "Preschool Development Inventory":

(a) Physical Development
(b) Sensory Development
(c) Verbal Development
(d) Concept Development
(e) Social and Emotional Development: Maturity

as indicated by ratings made by teachers and teacher-aides, independent of one another.

The environment of the classrooms for the most part was so arranged as to encourage, permit, and support a wide variety of behaviors, i.e., exploration, manipulation and social interaction through free play. Generally teachers followed the suggested schedule for a half day session which included breakfast, work time, play time, outside activities, rest time, and music and story time (not necessarily always in that order).

By the teachers' ratings 80 per cent of the students attained 75 per cent mastery in physical development, sensory perception and social and emotional development (maturity). In verbal development and concept development they said that 61 and 48 per cent of the students respectively attained 75 per cent mastery. The teacher-aides' ratings revealed that 80 per cent of the students attained 75 per cent mastery in physical development only. The ratings of both teachers and teacher-aides rated mastery in verbal and concept development lowest of the five categories. It is quite conceiveable that the degree of mastery and the per cent of pupils expected to attain mastery may have been set too high for preschoolers. This seems especially likely in light of the fact that gains, made in the Spring '74 ratings over the Fall '73 ratings (by both teachers and teacher-aides) in verbal and in concept development, proved significant at the .01 level of confidence. It was noted during observations of teacher-guided activities that asking questions by students was totally missing; too little emphasis was placed on encouragement in this area.

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5. To provide opportunities for parents of preschool students to actively participate in all phases of the preschool program, the extent of the opportunities and the quality of the program as measured by reports, records of activities and replies from "Parent Questionnaires."

Fifty-three per cent of the non-working parents in the sample (39 per cent of the total sample) stated that they had been involved in, or participated in classroom visits, teacher assistance, field trips, parent meetings as well as parent workshops during the year. Only 6 per cent (mainly working parents) indicated that they had not participated in any one of the activities. Only 39 per cent of the parents stated that they voted for their center's representative to the Parent Policy Committee; however, 70 per cent of the parents indicated that they were satisfied with what the PPC was doing. Ninety-three per cent of the parents said they had been fully informed of their child's progress and 99 per cent stated that they felt free to visit the school and talk with the teacher. Some of the teachers encouraged and solicited outside resource help; as an example, eight parents, two community volunteers, three high school students and two sixth-grade students were aiding in seven of the preschool classrooms on the day of observation by the evaluators.

6. To provide the kinds of social services required by the families of preschool students, the extent and quality of the services as measured by social service records and replies from parents and teachers on their questionnaires.

7. To provide health education and health services to preschool students and their families - the extent and quality of the health education and services to be measured by health service records and replies of parents and teachers on their questionnaires.

Forty-six per cent of the parents in the sample indicated that they (or their family) had received some type of health and/or social service through the preschool program. The services listed in order of those received more frequently were: dental care, medical care, clothing, nutritional advice, food, toys, advice on budgeting and home management, legal service, employment counseling and housing aid. The parents expressed 100 per cent satisfaction with six of the social services; clothing - 90 per cent satisfaction, dental care - 80 per cent satisfaction, medical care - 80 per cent satisfaction, and employment counseling - only 50 per cent satisfaction.

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The report of the Social Service Director indicates the number of referrals made for health care and the other types of assistance given. A summary of the services rendered totaled 389.

Workshops for parents covering a variety of subjects were listed by the Parent Coordinator, Social Service Director and the Health and Nutrition Coordinator.

8. To provide education on nutrition to preschoolers and their families in addition to providing a reasonable portion of the food to meet the children's daily nutritional needs, the extent and quality of the provision to be measured by records from the Nutrition component, and replies on the Teacher and Parent Questionnaire.

The A.M. preschoolers received breakfast and lunch each day. The one class of P.M. preschoolers received lunch and a snack each day. On the days of observation, it was noted that all of the pupils ate heartily and seemed to enjoy their meals. During the observation in two classrooms the pupils helped to prepare a hot breakfast.

Eight of the parents surveyed said they had received nutritional advice and seven said their families had received food during the school year as a result of the preschool program.

A list of parent workshops dealing with nutrition was presented by the Health and Nutrition Coordinator.

In conclusion, the data reveal that the eight objectives proposed for the assessment of the preschool program were met. Some of the objectives, however, were accomplished to a greater degree than others.

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RECOMMENDATIONS

In accomplishing the objectives of the MSD Preschool Program many strengths were observed; likewise, weaknesses were noted and analysed. For improvement of the program, it is recommended that:

1. All teachers involve their teacher-aides in the process of daily planning, thereby making it possible for the aide to know what objectives are to be met and how each person will contribute to the attainment of those objectives.

2. Activities be emphasized which will promote verbal and concept development.

3. Methods and techniques be employed which will encourage students to ask questions.

4. Ways be explored as to how teachers can obtain the many extras considered important in a good preschool program such as: (1) variety of materials for a stimulating classroom environment, (2) expendable supplies such as tissues, paper towels, toilet tissue, etc., and (3) furnishings such as small washable rugs, etc.

5. A substitute list of teacher-aides be established so that no preschool class will be without this adult supervision.

6. The high schools be utilized on a wider scale to provide high school students as additional helping personnel.

7. Under adult supervision older students of both elementary and junior high school age be used as a personnel resource.

8. Teachers and teacher-aides cooperate as a team in scheduling and carrying out ways for communicating with and visiting the homes of their pupils.

9. It be determined whether some parent workshops could be scheduled for the evening as well as for the morning and afternoon, and possibly on weekends in an effort to attract those parents who cannot attend on Monday through Friday during the day.

10. The Department of Adult Education of the D.C. Public Schools be utlized as a resource for the parent-workshop program.

00067

11. Careful consideration be given to the parents' listings of "things most liked," "things liked," and "comments."

12. Those preschool situations which show a definite lack of sanitary and safety precautions be brought up to minimal standards.

13. Subsequent planning of public schools with preschool facilities be required to meet standards prescribed for a well-planned preschool program.

14. Special scrutiny and consideration be given to the problems and suggestions for improvement cited by the preschool teachers and teacher-aides.

15. Further study be made of the feasiblity of full-day sessions for the MSD Preschool Program.

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APPENDIX A

60069

Model School Pre-School Evaluation

INSTRUCTION SHEET October 31, 1973

The instruction sheet dated October 26, 1973 was revised as a result of the meeting with the Pre-School staff, Friday, October 26, 1973.

1. Betty Caldwell Pre-School Inventory will be supplied by Mrs. Perry.

   a. To be administered in its entirety by each teacher to each child.

   b. Follow the directions in the manual closely for uniformity.

   c. Remember the procedure followed in administering the pretest must be followed exactly in administering the posttest.

   d. EXCEPTIONS

      1. If a child does not respond to a question at all so indicate by circling the question number. (Do not indicate R, W, or DK.)

      2. Items 13 through 17 blocks, etc. may be used in place of cars. The item is not testing the childs' knowledge of a car.

      3. Item 19 change to read "If sick, who would Mommy and Daddy take you to see?"

   e. Administer the pretest the weeks of October 29 and November 5, 1973, and the posttest the week of May 13 and May 20, 1974. This will give you 6 months of instruction between testing. All tests used and unused are to be turned in to Mrs. Perry's office by the Monday following each testing period. The Department of Planning, Research and Evaluation will pick up the Inventories from Mrs. Perry and tally the scores.

2. Pre-School Development Inventory (charts growth-progress) will be supplied by DPRE.

   a. To be completed for each child by the teacher and the aide in each classroom during the first part of November, the last part of January, and the first part of May 1974.

   b. Teachers and aides are to complete their own without conferring. They are to score their own. The results of both can then be discussed, charted and used to plan instruction. The three different tallies on each inventory will furnish the teacher with comparative growth.

00070

c. Keep the inventories until the end of the May 1974 completion. At this time they are to be turned in to Mrs. Perry's office for DPRE.

3. Day Care Behavior Inventory (Notes changes in behavior-attitudes) will be supplied by DPRE.

   a. To be completed by each teacher for each child in the Fall (October-November) and Spring (May-June).

   b. Turn these forms in to Mrs. Perry at the end of each completion (Fall and Spring). Scoring will be done by DPRE.

4. An Opinionnaire or Checklist will be constructed for the following persons and groups to complete in the Spring:

   a. The Director

   b. Parent Coordinator (Keep recores of services rendered; parents helped, number served, etc.)

   c. Social Services Aides (Keep records of kinds of services rendered to parents, teachers, students, and number of parents, students served, etc.)

   d. Parents

5. A follow-up of students who have left MSD Pre-School, but attended for at least a full year will be made by DPRE. If you know the name, present school and grade of any of these students please get this information to Mrs. Perry. She will compile a list for DPRE.

6. In case of any questions about the evaluation strategy call Veta Harrison or Herman Cobb at 347-6383.

Herman Cobb
Herman Cobb
Department of Planning,
Research and Evaluation

00071

APPENDIX B

Model School Division Preschool Program
1973-1974

Questionnaire for Program Director

Administrator's Name_____ Date_____

Location_____

1. Please give a brief description of your PRE-SCHOOL program. Tell what the program is trying to accomplish, and how you are going about reaching its objectives.

00073

2. How many students was your program serving as of May 1, 1974?

Enrollment

Preschool	Total Number	Boys	Girls	Handicapped
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

3. How many of the enrollees were eligible to attend preschool in 1973-74 without paying a fee?

4. (a) For how many pupils was a fee required in the school year 1973-74?

(b) Please attach a fee schedule.

C0074

5. What kinds of staff do you have? State the number in each category.

Category	Number

6. How was your staff selected? Please supply the information separately for each category of staff.

Category	Selection Procedure

7. Describe any program of staff development which was in operation 1973-74.

00075

8. Please supply the following data for 1973-74.
   (a) Accident Experience by Preschool
   (b) Immunization Schedules by Preschool
   (c) Physical Check-up Schedules by Preschool
   (d) Dental Check-up Schedules by Preschool

9. Who coordinates the health and medical program for preschool program? Name and title

   _____

   _____

10. What types of over-all problems have you encountered in the preschool program? How were they resolved? Explain briefly giving specific examples.

11. What changes would you recommend for improvement in the program?

12. Have you encountered any problems as a result of funding from several sources? If so, explain briefly.

00077

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF RESEARCH AND EVALUATION

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PRESCHOOL PROGRAM (MODEL SCHOOL DIVISION)

Teacher Questionnaire

Instructions - Your candid response to this questionnaire will aid greatly in the assessment of the preschool program. You are not requested to sign your name or preschool location so as to assure anonymity. Thank you for your help.

I. Background Data

1. Age [ ] 20-29 [ ] 30-39 [ ] 40-49 [ ] 50 or over

2. College degrees

[ ]	Bachelors	[ ]	plus 15
[ ]	Masters	[ ]	plus 15
[ ]	Masters	[ ]	plus 30

3. Have you had special training in early childhood education?

[ ] yes [ ] no

4. (a) Number of years teaching experience _____
(b) Number of years in D. C. System _____
(c) Number of years as preschool teacher _____

5. Other experience in preschool program

[ ] parent volunteer
[ ] teacher aide
[ ] social service aide
[ ] other - please specify _____

II. Preschool Data for 1973-74

1. What is the enrollment in your class? __Boys __Girls ___Total

2. Are there any students handicapped? [ ] yes [ ] no

3. If the answer is "yes" list the type of handicap and the number of students.

_____	_____
_____	_____
_____	_____
_____	_____

00078

Teacher Questionnaire

4. What percent of your enrollment is normally in attendance each day?

[] Less than 30%
[] 30-39%
[] 40-49%
[] 50-59%
[] 60-69%
[] 70-79%
[] 80-89%
[] 90-99%
[] 100%

5. Do you have control over the temperature of your classroom?

[] yes [] no

6. Is your room air-conditioned?

[] yes [] no

7. How many nome visits have you made this school year?

[] Averages 1 per child
[] Averages less than 1 per child
[] Averages more than 1 per child

8. How many field trips has your class taken this school year? ____

9. How many field trips were to areas of interest within walking distance of the school? _____

10. Do you keep an up-to-date health record for each child?

[] yes [] no

11. How many students obtained clinic treatment after dental screening?

[] 0
[] 1-5
[] 6-10
[] 11 or more

12. How many students obtained glasses after vision screening?

[] 0
[] 1-5
[] 6-10
[] 11 or more

13. How many students have received speech therapy?

[] 0
[] 1-5
[] 6-10
[] 11 or more

Teacher Questionnaire

17. List any suggestions you have for changes in the preschool program that you feel would make it more effective.

8

MODEL SCHOOL DIVISION PRESCHOOL PROGRAM

Questionnaire for Teacher-Aides

Instructions: For most questions you are asked to check the block in front of the answer that is correct for you. Questions 11 and 12 will require a written response, however. When the questionnaire is completed, send by inter-school mail to:

Office of Planning, Research and Evaluation
Room 1013 - Presidential Building
Route #1

It is not necessary that you sign your name or the name of the pre-school.

1. Age ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55 or over

2. Nearness of residence to preschool (in blocks)

☐ 0-3 ☐ 4-7 ☐ 8-11 ☐ 12 or more

3. Number of years employed as preschool teacher-aide.

☐ ☐ 1-2 ☐ 3-4 ☐ 5 or more

4. Type of preschool experience (prior to becoming teacher-aide.)

☐ parent volunteer ☐ community volunteer

☐ Other - please specify _____

_____

5. Do you now have a child enrolled in the Model School preschool program?

☐ Yes ☐ No

6. Have you had a child enrolled in this preschool program previously?

☐ Yes ☐ No

00081

7. Are you a participant in the "Careers Ladder Program?"

☐ Yes ☐ No

8. Do you aspire to the position of preschool teacher?

☐ Yes ☐ No

9. Do you have any training in Early Childhood education?

☐ Yes ☐ No

10. How many home visits have you made this school year?

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 or more

11. List the 5 duties you perform most often in the order of their frequency. See back of questionnaire for examples of duties. You are not restricted to this listing, but should denote whatever duties you perform most consistently.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

12. List suggestions for changes that you feel would improve the preschool program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Examples of Duties:

(1) Preparing for and serving meals

(2) Tidying up

(3) Passing out supplies (paper, paints, etc.)

(4) Storing materials

(5) Monitoring restrooms

(6) Monitoring playground activities

(7) Setting up audio-visual equipment

(8) Operating audio-visual equipment

(9) Setting up exhibits of children's work

(10) Listening to children

(11) Reading stories to children

(12) Helping children solve problems

(13) Assisting children during work-play activities

(14) Accompanying children on field trips

(15) Assisting pupils to remove/put on coats, hats, etc.

MODEL SCHOOL DIVISION PRESCHOOL PROGRAM

Parent Questionnaire

Date _____

We ask your cooperation in completing this questionnaire. The information will be used in an evaluation of the preschool program as it is operated currently. For most questions, you are asked to check the response which is applicable for you. You do not have to give your name. All information should be for school year 1973-74.

1. How did you learn about this preschool program?

   __ preschool staff

   __ another preschool parent

   __ flyer distributed by preschool

   __ neighbor/friend __ community agency

   __ other; write in. _____

2. What activities do you take part in during the day outside of the home?

   __ job __ attend school __ none __ other; write in. _____

3. Do you pay for your child to attend preschool?

   __ yes __ no

4. Do you feel that your child is happy attending preschool?

   __ yes __ no

5(a) Have you visited your child's classroom to see him at work and play?

   __ yes __ no

00084

(b) How many times?

__ 0 __ 1 or 2 __ 3 or 4 __ 5 or more

6(a) Have you helped the teacher with the children in the classroom or on the playground?

__ yes __ no

(b) How many times?

__ 0 __ 1 or 2 __ 3 or 4 __ 5 or more

7(a) Have you gone with your child's class on a field trip?

__ yes __ no

(b) How many times?

__ 0 __ 1 or 2 __ 3 or 4 __ 5 or more

8. Check all of the reasons below why you were not able to take part in the above activities.

___ at work outside the home
___ younger children at home
___ illness
___ transportation problems
___ other; write in. _____

_____

9. Do you feel you have been informed fully about your child's progress?

__ yes __ no

10. Do you feel free to come to school to talk to your child's teacher?

__ yes __ no

11. Are you satisfied with how well your preschool child is doing in school?

__ yes __ no

00085

12(a) How many times this year have you been visited in your home by the teacher or teacher-aide?

__ 0 __ 1 __ 2 __ 3 or more

(b) The teacher or teacher-aide did not visit me because

__ I did not give my permission.
__ They did not ask.
__ Unknown.
__ Other; write in. _____

_____

13. How many times this school year have you been visited in your home by the social service worker or social service aide?

__ 0 __ 1 __ 2 __ 3 or more

14. How many parent-meetings have you attended at the preschool center?

__ 0 __ 1 or 2 __ 3 or 4 __ 5 or more

15. Are you a member of the Parent Policy Committee?

__ yes __ no

16(a) Did you vote for your center's representative to the Parent Policy Committee?

__ yes __ no

(b) If you did not vote, give reason.

_____

_____

17(a) Are you satisfied with what the Parent Policy Committee is doing?

__ yes __ no

60086

(b) If not, state reason briefly.

_____

_____

_____

18. How many parent-workshops have you attended?

__ 1 or 2 __ 3 or 4 __ 5 or more

__ none; the reason why is _____

_____

_____

19. How would you rate the parent workshops that you attended?

__ excellent __ very good __ good

__ fair __ poor __ did not attend

20. Which time would you like parent-workshops to be held?

__ morning __ afternoon __ after 6 P.M.

21(a) Did your child's teeth need to be taken care of after dental screening this year?

__ yes __ no

(b) Did your child have to get medical care after medical screening?

__ yes __ no

22(a) Did you go with your child to get follow-up care at the dentist?

__ yes __ no __ child did not need to go

(b) Did you go with your child to get follow-up medical care?

__ yes __ no __ child did not need to go

00087

23. Check the services which you or any member of your family received through the preschool program.

__ clothing __ food __ housing

__ medical care __ dental care

__ employment counseling

__ budgeting and home management training

__ nutritional advice __ legal services

__ other; write in._____

_____

24. Check those services with which you were satisfied.

__ clothing __ food __ housing

__ medical care __ dental care

__ employment counseling

__ budgeting and home management training

__ nutritional advice __ legal services

__ other; write in._____

_____

_____

25. What do you like most about the pre-school program?

_____

_____

_____

26. What do you not like about the Pre-school Program?

_____

_____

00088

27. Comments: _____

_____

_____

_____

_____

Thank you for your cooperation!!

Prepared by
Office of Planning, Research, and Evaluation
April, 1974

00089

MODEL SCHOOL DIVISION PRESCHOOL PROGRAM

Observation Instrument

Date_____

Preschool_____

Teacher_____

I. A Day at Preschool

A. Attendance Record

1. Enrollment _____
   boys _____
   girls _____
   handicapped _____

2. In Attendance _____
   boys _____
   girls _____
   handicapped _____

3. Punctual (by 9 A.M.) _____

B. Teacher Preparation

1. Is punctual (by 8:45 A.M.) ☐ yes ☐ no

2. Shows signs of advanced preparation
☐ totally ☐ to great extent ☐ to some extent ☐ to little or no extent

00690

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	Activity in Evidence		Majority of Students		Comments
C. Self-Directed Activities (Free Choice)					
1. In classroom	Yes	No	Yes	No	
a. Playing with others					
b. Playing alone					
c. Browsing through books					
d. Counting					
e. Dancing					
f. Drawing/art work					
g. Listening to records					
h. Looking at pictures/slides					
i. Playing in housekeeping area					
j. Playing musical instruments					
k. Role playing (dramatizing)					
l. Singing game songs					
m. Using tools (hammer, saw)					
n. Working on puzzles					
o. Seeking teacher guidance					
p. Inactive					
q. Engaging in apparent aimless movement					
r. Other observable activities					
s.					
t.					
u.					
v.					
w.					
2. On Playground					
a. Riding tricycles, etc.					
b. Swinging					
c. Playing running games					
d. Playing on slides					
e. Playing on see-saws					
f. Inactive					
g. Other					
h.					

00091

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	Majority of Students		
	Yes	No	Comments
D. Teacher-guided Activity			
1. Listening attentively			
2. Asking questions			
3. Responding			
4. Sharing experiences			
5. Following directions			
6. Cooperating at rest period			
7. Eating food provided			
8. Assisting in tidying up			
9. Other			
10.			
11.			
12.			
13.			
14.			
15.			

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II. Physical Environment

	Outstanding	Adequate	Inadequate	Not in Evidence	Comment
A. Classroom					
1. Size					
2. Arrangement					
a. play area					
b. traffic corridors					
c. napping and rest areas					
d. interest centers					
(1) mathematics					
(2) science					
(3) music					
(4) art					
(5) language/library					
e. meal preparation area					
f. storage					
g. exits					
3. Cleanliness					
4. Furnishings (rugs, etc.)					
5. Colors/decorations					
a. display of children's work					
6. Equipment					
a. audiovisual, etc.					
b. toys					
7. Supplies					
8. Lighting					
9. Ventilation					
10. Temperature					
B. Restrooms					
1. Cleanliness					
2. Supplies					
3. Appropriately-sized equipment					

0093

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II. Physical Environment

	Outstanding	Adequate	Inadequate	Not in Evidence	Comment
C. Playground (Outdoor)					
1. Size					
2. Equipment (amount					
3. Equipment (condition)					
4. Hard surface area					
5. Cushioned area					
6. Convenience of location					
7. Shaded/sheltered area					
8. Other					

Preschool _____

Teacher _____ Date _____

20094

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III. Class Management

Comment:

	Excellent	Very Good	Good	Fair	Poor	Not in evidence
A. Scheduling of Activities						
1. Provisions for self-directed activities						
2. Provisions for teacher-guided activities						
3. Provisions for outdoor activities						
4. Provisions for nutrition experience						
5. Provisions for resting period						
6. Provisions for toileting routine						
7. Provisions for emergencies						
B. Indicators of Teacher/Pupil Relations						
1. Set limits						
2. Warm accepting environment						
3. Impartiality						
4. Individualized Approach						
5. Student confidence						
C. Utilization of Resource Personnel						
1. Teacher-aides						
2. Parents						
3. Volunteers						
4. Community workers						
5. Other						

Prepared by
Division of Research and Evaluation
March 1974

00095

APPENDIX C

60096

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TABLE V a

A Comparison of Teacher and Teacher-aide Ratings of 17 Preschool Classes in Verbal Development in the Fall, 1973 and Spring, 1974 1/

Class	Fall 1973		Spring 1974	
	Teacher Rating	Tr.-aide Rating	Teacher Rating	Tr.-aide Rating
I	60	64	74	76
II	27	40	75	64
III	39	39	91	79
IV	31	9	67	57
V	52	57	66	71
VI	57	24	105	67
VII	13	12	39	44
VIII	23	28	60	39
IX	37	44	84	67
X	11	25	49	38
XI	37	15	70	31
XII	36	21	80	92
XIII	13	18	54	51
XIV	32	53	112	100
XV	33	35	86	98
XVI	77	68	97	107
XVII	41	43	63	56

1/ Students matched for teacher and teacher-aide to obtain comparable ratings.

00037

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TABLE V b

A Comparison of Teacher and Teacher-aide Ratings Obtained by 17 Preschool Classes in Concept Development in the Fall of 1973 and Spring of 1974 1/

Class	Fall 1973		Spring 1974	
	Teacher Rating	Tr.-aide Rating	Teacher Rating	Tr.-aide Rating
I	99	95	145	119
II	41	103	143	145
III	49	40	139	129
IV	29	11	117	101
V	24	29	109	159
VI	31	30	41	140
VII	2	17	91	76
VIII	18	45	86	68
IX	42	77	104	106
X	4	33	72	42
XI	43	9	128	34
XII	7	19	39	126
XIII	14	19	90	95
XIV	38	28	158	153
XV	41	53	145	149
XVI	77	123	205	204
XVII	14	41	41	61

1/ Students matched for teacher and teacher-aide to obtain comparable ratings.

00098

TABLE VII A

Parent Participation as Measured by the Number of Times Parents Engaged in Preschool Activities October, 1973 to April, 1974 1/

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Type of Activity	(N=69) Percentage of Parents Participating				
	At No Time 2/	1 or 2 Times	3 or 4 Times	5 or more Times	At Least Once
1. Classroom Visits	12%	13%	29%	46%	88%
2. Teacher Assistance	44%	7%	7%	42%	56%
3. Field Trips	49%	13%	22%	16%	51%
4. Parent-Meetings	20%	28%	20%	32%	80%
5. Workshops	29%	33%	15%	23%	71%

1/ Each parent response represents one family.

2/ Includes no responses. See Table .

TABLE XIII a

Preschool Teachers' Ratings of Selected Aspects of the Preschool Program

Selected aspects of Program	Teachers' Responses									
	Excellent		Very Good		Good		Fair		Poor 1/	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Plant facilities	3	20%	4	27%	3	20%	4	27%	1	6%
2. Enrollment procedures	3	20%	3	20%	8	53%	1	7%	0	--
3. Medical services	0	--	3	20%	3	20%	6	40%	3	20%
4. Dental services	0	--	2	13%	2	13%	7	47%	4	27%
5. Food services	3	20%	3	20%	3	20%	6	40%	0	--
6. Social services component	0	--	0	--	4	27%	7	47%	4	27%
7. Teacher-aides	4	27%	7	47%	2	13%	1	7%	1	6%
8. Parent involvement	0	--	2	13%	4	27%	7	47%	2	13%
9. Volunteer program	0	--	2	13%	5	33%	5	33%	3	20%
10. Administrative support	1	7%	5	33%	4	27%	3	20%	2	13%

N = 15

1/ If the rater specified "none," the rating was counted under "poor".

00100

Appendix D

60101

Achievement on "Pre-School Development Inventory" by Pre-School Classes At the End of the School Year for Students' Physical Development 1/ As Rated by Teachers and Teacher-Aides

Class	Maximum Group Score Attainable 2/	Actual & Percent Score			
		Teacher		Teacher-Aide	
I	176	165	94%	159	90%
II	176	167	95%	161	91%
III	192	181	94%	186	97%
IV	176	163	93%	156	89%
V	192	173	90%	167	87%
VI	272	232	85%	239	88%
VII	225	188	84%	188	84%
VIII	144	127	88%	108	75%
IX	192	164	85%	157	82%
X	176	129	73%	128	73%
XI	192	181	94%	137	71%
XII	224	201	90%	200	89%
XIII	160	149	93%	144	90%
XIV	240	212	88%	199	83%
XV	272	219	81%	232	85%
XVI	288	254	88%	271	94%
XVII	256	227	89%	231	90%
XVIII	304	231	76%	-	- 3/
XIX	176	158	90%	-	- 3/

1/ See below for 16 items of physical development*

2/ Number of students in class times 16 points. Only students with full-year enrollment and ratings by both teacher and teacher-aide were included.

3/ No teacher-aide.

*The 16 items of physical development are as follows: Under large muscle development, (1) skip, hop, jump, go up and down steps, use jungle gym (climbing, etc.). Under small muscle development, (1) button, (2) zip, (3) snap, (4) lace, (5) tie, (6) string beads and (7) hold brush and crayon. Under health habits, (1) use a tissue or handkerchief, (2) wash hands after toilet and before eating, (3) flush toilet and (4) use drinking fountain.

00102

Achievement on "Pre-School Development Inventory"
by Pre-School Classes At the End of the School Year for Students' Sensory Perception 1/ As Rated by Teachers and Teacher-Aides

Class	Maximum Group Score Attainable 2/	Actual & Percent Score			
		Teacher		Teacher Aide	
I	132	129	98%	128	97%
II	132	126	95%	106	80%
III	144	141	98%	132	92%
IV	132	114	86%	117	89%
V	144	135	94%	141	98%
VI	204	192	94%	143	70%
VII	180	137	76%	109	61%
VIII	108	101	94%	82	76%
IX	144	131	91%	139	97%
X	132	100	76%	96	73%
XI	144	128	89%	74	51%
XII	168	154	92%	163	97%
XIII	120	111	92%	93	78%
XIV	180	174	97%	156	87%
XV	204	169	83%	183	90%
XVI	216	184	85%	194	90%
XVII	192	144	75%	131	68%
XVIII	228	197	86%	-	- 3/
XIX	132	121	92%	-	- 3/

1/ See below for 12 items of sensory perception.*

2/ Number of students in class times 12 points. Only students with full-year enrollment and ratings by both teacher and teacher-aide were included.

3/ No teacher-aide.

*The 12 items of sensory perception are: Under auditory: (1) listen to stories, (2) answer questions about stories, (3) follow directions, (4) respond to music (by dancing, singing), and (5) respond to rhythms (by clapping, chanting) and, (6) hear adequately. Under visual: (1) recognize and match colors, (2) recognize and match shapes, (3) perceive differences, (4) perceive likenesses, (5) classify objects (as toys, food, clothes, etc.) and (6) see adequately.

00103

Achievement on "Pre-School Development Inventory"
by Pre-School Classes At the End of the School Year for Students'
Verbal Development 1/ As Rated by Teachers and Teacher Aides

Class	Maximum Group Score Attainable 2/	Actual & Percent Score			
		Teacher		Teacher-Aide	
I	88	74	84%	78	89%
II	88	75	85%	64	73%
III	96	91	95%	79	82%
IV	88	67	76%	57	65%
V	96	66	69%	77	80%
VI	136	105	77%	67	49%
VII	120	59	49%	44	37%
VIII	72	60	83%	39	54%
IX	96	84	88%	67	70%
X	88	49	56%	38	43%
XI	96	70	73%	31	32%
XII	112	80	71%	92	82%
XIII	80	54	68%	51	64%
XIV	120	112	93%	108	90%
XV	136	86	63%	98	72%
XVI	144	97	67%	107	74%
XVII	128	63	49%	56	44%
XVIII	152	91	60%	--	-- 3/
XIX	88	73	83%	--	-- 3/

1/ See below for 8 items in verbal development.*
2/ Number of students in class times 8 points. Only students with full year enrollment and ratings by teacher and teacher-aide were included.
3/ No teacher-aide.

*The 8 items in verbal development are (1) ask for things by name; (2) describe objects and experiences, (3) give appropriate responses, (4) keep to topic, (5) speak clearly, (6) use telephone, (7) give full name and address, and (8) sing simple songs.

00104

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Achievement on "Pre-School Development Inventory"
by Pre-School Classes At the End of the School Year for Students' Concept Development 1/ As Rated by Teachers and Teacher-Aides

Class	Maximum Group Score Attainable 2/	Actual & Percent Score			
		Teacher		Teacher-Aide	
I	154	145	94%	119	77%
II	154	143	93%	145	94%
III	168	139	83%	129	77%
IV	154	117	76%	101	66%
V	168	109	65%	159	95%
VI	238	41	17%	140	59%
VII	210	91	43%	76	36%
VIII	126	86	68%	68	54%
IX	168	104	62%	106	63%
X	154	72	47%	42	27%
XI	168	128	76%	34	20%
XII	196	39	20%	126	64%
XIII	140	90	64%	95	68%
XIV	210	158	75%	153	73%
XV	238	145	61%	149	63%
XVI	252	205	81%	204	81%
XVII	224	41	18%	61	27%
XVIII	266	115	43%	--	-- 3/
XIX	154	104	68%	--	-- 3/

1/ See below for 14 items in concept development.*

2/ Number of students in class times 14 points. Only students with full-year enrollment and rating by both teacher and teacher-aide were included

3/ No teacher-aide

*The 14 items in concept development are: (1) size (large, small, etc,), (2) distance (near, far, etc.), (3) spatial relations (under, over, etc.), (4) temperature (hot, cold, etc.), (5) weather (cloudy, sunny, etc.), (6) time, (yesterday, today, etc.), (7) texture (hard, soft, etc.), (8) measures (weight, height, etc.), (9) age, (older, younger, etc.), (10) direction (up, down, etc.), (11) money, (12) family members, (13) community workers (fireman, policeman, etc.), (14) seasons (fall, spring, etc.).

60105

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Achievement on "Pre-School Development Inventory" by Pre-School Classes At the End of the School Year in Social and Emotional Development of Students As Rated by Teachers and Teacher-Aides

Class	Maximum Group Score Attainable 2/	Actual & Percent Scores			
		Teacher		Teacher-Aide	
I	176	172	98%	153	87%
II	176	151	86%	146	83%
III	192	185	96%	172	90%
IV	176	153	87%	152	86%
V	192	179	93%	192	100%
VI	272	235	86%	203	75%
VII	225	186	83%	112	50%
VIII	144	134	93%	94	65%
IX	192	163	85%	172	90%
X	176	116	66%	105	60%
XI	192	169	88%	75	39%
XII	224	201	90%	188	84%
XIII	160	121	76%	121	76%
XIV	240	217	90%	204	85%
XV	272	182	67%	180	66%
XVI	288	261	91%	253	88%
XVII	256	183	71%	175	68%
XVIII	304	231	76%	3/	3/
XIX	176	129	73%	3/	3/

1/See below examples of items listed under "Social and Emotional Development; Maturity." Items, "tense, withdrawn and unhappy" counted as negative; therefore, maximum score for this category is "16". *

2/Number of students in class times 16 points. Only students with full year enrollment and ratings completed by both teacher-aide were included.

3/No teacher-aides.

*The 19 items of social and emotional development include, (1) sharing, (2) considering feelings of others, (3) relating to adults, (4) relating to peers, (5) dressing himself, (6) finishing activities and returning them to proper place, etc.

60106

APPENDIX E

Questionnaire for Social Services Director

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Please submit to the Office of Planning, Research, and Evaluation the following information for School Year 1973-74,

a. Number of Social Service Aides 3

b. Schedule of School assignments.

SOCIAL SERVICE AIDE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mrs. Mattie Curtis	Grimke	Bundy	Cleveland	Seaton	Grimke
Mrs. Marietta Smith	Bancroft	Bruce	Cooke	Meyer	Bancroft
Mrs. Bernice Taper	Salvation Army	Augustana	Augustana	Garrison	Salvation Army

see attachment for B. Dixon

c. Workshops sponsored by Social Services Component.

Title	Person and Agency Contributing Services	Date	Attendance Parents	Attendance Staff
Housing	Mr. Thomas Butler, Housing Dept.	7/ /73	15	45
Social Service Orientation	Mrs. B. Taper, Mrs. T. Brooks Model Schools Preschools	week of 9/10/73	15	45
Safety in the Home	4th District Police Station	10/30/73	15	40
Home Rule	Dr. Robert Martin, Howard Univ.	3/19/74	11	15
Safety in the Streets	4th District Police Station	4/23/74	10	26

(attendance of parents at last workshop was diminished by their extensive participation in budget meetings)

Requests received from parents for baby-sitting services to attend pre-school programs. Date. Center

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5. List kinds of services that you as social service director perform. By category of service, give number of times service was performed each month.

6. List kinds of services, Social Service Aides perform. By category of service, give number of times the service was performed at each center monthly. See example that follows:

Clothing Provided in Month of October

Center	# of referrals	# of times	# of persons
Bancroft		2	
Cooke		1	
Grimke		3	
Seaton		2	

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Model Schools
Preschool Program

Social Service Committee Members 1973-74

Parents: Mrs. Patricia Bryant - Bancroft
Mrs. Jocelyn Crider - Augustana
Mrs. Shirley Galloway - Bundy
Mrs. Linda Oliver - Bruce
Mrs. Rose Williams - Cooke
Mrs. Mary Moore - Community Representative

Staff: Mrs. Mattie Curtis
Mrs. Marietta Smith
Mrs. Bernice Japer
Mrs. Jill Delph

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Preschool Program

Question 4 - Babysitting

Babysitting services are provided for the following:

FUNCTION	AVERAGE TIMES PER MONTH
1. Parent Policy Committee meetings	once
2. Program-wide workshops	twice
3. Program-wide meetings	Sept. 5 Oct. 1 Nov 1 Dec. 1 Jan. 1 Feb 4 Mar. 5 April 16 May 1 June 1 July 1 August 1
4. Center level meetings or workshops	twice

The babysitting is done in the buildings where the above activities take place. In the future, statistics will be kept on the number of children requiring babysitting services.

QUESTION #5 - Services by Social Service Director

1. Supervise Social Service Aides and Parent Coordinator. (on-going)

2. Coordination of social service, health, nutrition, and parent involvement activities. (as need arises)

3. Assist with health, nutrition and parent involvement activities. (as need arises)

4. Organize and/or schedule orientations and in-service training for parents and staff in social service. (on-going)

5. Locate new or up-dated information on available services, and distribute it to the parents and staff. (on-going)

6. Establish contact with community agencies and other programs to foster a good working relationship and to coordinate services. (on-going)

7. Provide assistance with referrals, counseling, and babysitting. (as need arises)

8. Recruit, interview and assign volunteers; provide in-service training to meet the needs of the volunteers. (on-going)

9. Organize a program to honor those who have volunteered service to the program. (annually)

10. Seek children with identified handicaps, ensure their enrollment with follow-up to ascertain that their special needs are being met. (on-going)

11. Provide transportation for parents to obtain services, to attend meetings and workshops. (as need arises)

12. Attend Social Service meetings on the Grantee level. (monthly)

13. Conduct meetings for this program's social service staff. (bi-monthly, and more often if necessary)

14. Attend Parent Policy Committee or Council meetings when invited. (no more than once a month each)

15. Attend center level parent meetings to apprise parents of services that may be rendered, answer questions, assist with problems. (approximately two or three times a month or as necessary)

16. Attend parent functions such as bake sales, dinners, trips, workshops, etc. (as they are scheduled)

17. Attend meetings held by community agencies, etc., which deal with aspects of social services. (as meetings are scheduled)

18. Design report and information forms and questionnaires relevant to social services, and fliers to recruit children or advertise the program. (annually or as needed)

19. Collate social service monthly reports; type social service and parent involvement reports. (monthly)

20. Type, mimeograph, and distribute announcements of social service, health, nutrition and parent involvement workshops/functions; information related to social services, health and nutrition; materials for the Parent Policy Committee. (as need arises)

21. Participate in meetings to write the FY 75 proposal, training plan and budget; type the proposal and training plan. (several weeks once a year)

22. Coordinated activities of Social Service Committee to amend the annual plan in order to include all information necessary for full compliance with the O.C.D. Performance Standards. (approximately two weeks during February)

23. Write thank you notes to consultants for workshops they conduct for us, to businesses or agencies which have provided donations to meet the families' needs. (as need arises)

24. Write letters to request donations and consultant services. (as need arises)

25. Collate lists of mass needs (i.e., clothing) to submit to an organization which has offered to help alleviate these needs. (several days in March; would do this any time such an offer is made)

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Question 6 - Services by Social Service Aides

1. No statistics are available for July and August 1973.
2. No figures appeared on the September 1973 statistical report. This may be due to the fact that classes for children did not begin until September 24th
3. October 1973 referrals and/or assistance
   - Family counseling 4
   - Clothing 7
   - Referrals (medical, dental, etc) 10
4. November 1973 referrals and/or assistance
   - Family counseling 29
   - Housing 1
   - Clothing 37
   - Job Placement 11
   - Referrals 28
5. December 1973
   - Family counseling 4
   - Clothing 15
   - Referrals 136

00114

Model Schools
Preschool Program

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Month February 1974

	FAMILY COUNSELING	HOUSING	CLOTHING	FURNITURE	FOOD STAMPS	PUBLIC ASSISTANCE	JOB PLACEMENT	REFERRAL (MED., DENT ETC.)
ugustana								
ancroft							1/1	
Bruce	5/5		2/2				1/1	
Bundy			4/4					
leveland								
ocke						1/1		1/1
arrison				1/1				
rimke								
Meyer								
alvation Army								
eaton								
E								
es								

00115

Model Schools Preschool Program

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Month: January 1974

	FAMILY COUNSELING	HOUSING	CLOTHING	FURNITURE	FOOD STAMPS	PUBLIC ASSISTANCE	JOB PLACE-MENT	REFERRAL (MED., DEN ETC.)
Augustana			6/5					
Bancroft	1/1		5/4					
Bruce			5/5					
Bundy			3/3					
Cleveland			7/6					
Cooke			6/6					
Garrison			4/4					
Grimke								
Meyer			5/5		1/1			
Salvation Army			7/7					1/1
Seaton								

CODE:

# of individuals / # of families

00116

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March 1974

Augusta								
Bancroft								
Bruce		1/1	1/1					
Canty								
Cleveland								
[illegible]			2/2				1/1	
[illegible]			2/2					
[illegible]								
[illegible]		1/1						9/9
[illegible]								

00117

Model Schools Preschool Program

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Month: April 1974

	FAMILY COUNSELING	HOUSING	CLOTHING	[illegible]	FOOD STAMPS	PUBLIC ASSISTANCE	JOB PLACEMENT	REFERRAL (MED., DENT. ETC.)
Augustana			1/1					
Bancroft					1/1			
Bruce	1/1							
Bundy								
Cleveland				1/1				
Cooke		2/2		1/1				1/1
Garrison			1/1					1/1
Grimke			3/1					5/5
Meyer			1/1					
Salvation Army								3/3
[illegible]eaton						1/1		
[illegible]DE								

HEALTH SERVICES ADVISORY COMMITTEE

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Mrs. Gertrude Whitehead	Chief of Nursing for Areas A & B
Dr. R. J. Quaranto	Chief, Dental Health
Dr. Janet Messlen	Chief, School Health
Dr. Carolyn Wurm	Mental Health Consultant
Lucille Washington	Teacher Assistant
Thelma Herbert	Parent
JoAnn Hutchinson	Parent
Etoile A. Perry	Director
Mr. William Morgan	Supervising Director, Department of Pupil Personnel Services
Dr. Mackow	Podiatrist

00119

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HEALTH AND NUTRITION WORKSHOPS

WHAT	WHY	HOW	WHO	WHEN	WHERE	NO. of PARENT
O.C.D. Guidlines	To Educate Staff and Parents	Workshop	Lucille Washington Betty Cohen Renee Avent	September 20, 1973	Seaton	20
Immunization Mobile Clinic	To Educate Parents and Staff	Workshop	Mrs. Brown Immunization Mobile Clinic Unit	October 26, 1973	Bruce	45
Sickle Cell	To Educate Staff and Parents Community people on Sickle Cell	Workshop	Dr. Woodson Dept. Human Resources	November 7, 1973	Salvation Army	60
Childhood Diseases	To educate Parents & Staff	Workshop	Nurses Public Health	December 1973	Center Level	110
Lead Poison	To educate parents & staff	Workshop	Mr. Lewis D.H.R.	January 23, 1974	Grinke	59
Hypertension and Diet	To educate parents & staff & community people.	Workshop	Dr. Oner CHHA under DHR	February 13, 1974	Grinke	70
Podiatry	To educate parents and staff about the care of feet.	Workshop	Dr. Moskow & staff	February 20, 1974	Center Level H. D. Cooke	10
Food Supplements Nurtition	To educate parents about the food program	Workshop	Mrs. Blyler D. H. R. Bennie Hill Gas Company	March 13, 1974	Salvation Army	25

00120

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HEALTH AND NUTRITION WORKSHOPS

WHAT	WHY	HOW	WHO	WHEN	WHERE	NO. CARE
Birth Control Abortion Family Planning and V. D.	To educate parents and staff	Workshop	Mrs. Freculia & staff D. H. R. Mr. Thomas Lacher, D.H.R. ~~Tom Lacher~~	April 4, 1974	Grimke	20
Dental Hygiene	To educate Parents and staff	Workshop	Miss Sible Grant DHR	May 1974	Grimke	15
Drug & Alcohol smoking	To educate staff and parents	Workshop	William Johnson	June 1974	Grimke	

001121

Health Screenings
1973-74

3

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November 14, 1973

Dr. Wooten and her staff from the D. H. R screened 280 people from our program. (Parents, staff and community people): Eight to ten per cent having the sickle trait; none having Sickle Cell. Letters were sent to everyone screened. The people having the trait were told where to go for counseling.

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Health Screening
1973-74
Lead Poisoning

January, February
and March
1974.

Mrs. Betty Robinson and her staff from the D.H.R. screened the children in our program at each center.

Letters were sent to each child's house having a Blood level of lead from 30 to 80, telling them where to go and when to see Dr., testing, counseling and treatment.

00123

Health

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February 13, 1974

Mr. Acker from the M.H.L. conducted a workshop in Hypertension and Diet. This workshop was a very good one. It had parents, staff and community people there. Alot of questions were asked and answered. We now have a parent and staff member being trained to take blood pressures.

A program is now being done

 00124

Health. 1973-74
Podiatry.

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February 20, 1974

Dr. Moskow and staff did a workshop for the parents staff and the children from H. D Cooke in his office. They also screend the children feet, those needing treatment will be treated by Dr. Moskow and his staff.

This one of those workshop that is better taken done on Center level.

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to teach the parents and stuff
the skills is how to take the
children in our program.

00126

Health 1973-74

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March.

Dr. Nolan Bailey, Child Psychologist, from Children's Hospital conducted a workshop at W. L. Cook for parents and staff and it was so effective that the staff and parents from other centers have been using him.

This is one of those workshops that is where effective notes held on the center level. The parents ask more questions and they also talk more.

HOT AND COLD PACT TYPE A LUNCH
ELEMENTARY
FOR
1973-1974

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SET I	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Dec-3-7-1973 Jan-7-11-1974 Feb 4-8-1974 March 4-8-1974 April 1-5-1974 May 6-10-1974	COUNTRY FRIED BEEF PATTY W/GRAVY CORN AND CARROTS WITH FORTIFIED MARGARINE HP-132	FRIED CHICKEN THIGH FORTIFIED WHIPPED POTATOES GREEN PEAS WITH FORTIFIED MARGARINE HP-124	HOT DOG FORTIFIED WHIPPED POTATOES W/FORTIFIED MARGARINE HP-101	BREADED BEEF PATTTIE WITH BROWN GRAVY PEAS AND CARROTS WITH FORTIFIED MARGARINE HP-133	FISH FRY WHIPPED POTATOES WITH FORTIFIED MARGARINE HP-154
-114-	PINEAPPLE TIDBITS 1/3 CUP BREAD SLAT PKT. MILK TRAY 727	BUTTER BISCUIT BREAD SALT PKT. MILK TRAY 727	JELLO W/FRUIT 1/2 CUP FRANKFURTER ROLL PAN ROLL MUSTARD PKT. MILK TRAY 727	PUDDING SALT PKT. MILK TRAY 727	AMBROSIA 1/3 CUP BREAD TARTAR SAUCE PKT. MILK TRAY 727
Dec-10-14-1973 Jan-14-18-974 Feb-11-15-1974 March 11-15-1974 April 8-(12 Good Friday) May 13-17-1974	HAMBURGER WITH ENRICHED BUN FRENCH FRIED POTATOES WITH FORTIFIED MARGARINE HP 145	MEATBALLS & SPAGHETTI W/PEAS AND FORTIFIED MARGARINE HP 156	SALISBURY STEAK WITH BROWN GRAVY FORTIFIED WHIPPED POTATOES CARROTS WITH FORTIFIED MARGARINE HP 146	CHEESEBURGER ON ENRICHED BUN W/FRENCH FRIES HP 148	FISH FRY FRENCH FRIES TOMATOES IN PUREE WITH FORTIFIED MARGARINE HP 149

0012S

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FRUIT COCKTAIL	BUTTER BISCUIT	JELLO 1/2 CUP	SLICED PEACHES 1/3 CUP	VANILLA & CHOCOLATE
MUSTARD PKT.	BREAD	BREAD	CATSUP PKT.	COOKIES 2 EACH
CATSUP PKT.	SALT PKT.	SALT PKT.	MUSTARD PKT.	BREAD
SALT PKT.	MILK	MILK	MILK	TARTAR SAUCE PKT
MILK				CATSUP PKT.
				SALT PKT.
				MILK
TRAY 727	TRAY 727	TRAY 727	TRAY 727	TRAY 727

MENUS ARE SUBJECT TO CHANGE WITHOUT NOTICE

00129

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HOT AND COLD PACK TYPE A LUNCH
ELEMENTARY
FOR
1973-1974

SET 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Dec-17-21-1973 Jan-21-25-1974 Feb-18-Washington Birthday- 19-22-1974 March 18-22-1974 April 22-26-1974 May 20-24-1974	MEAT BALLS & SPAGHETTI W/PEAS AND FORTIFIED MARGARINE HP 156	HOT DOG FORTIFIED WHIPPED POTATOES W/FORTIFIED MARGARINE HP 101	SALISBURY STEAK WITH BROWN GRAVY FORTIFIED POTATOES (WHIPPED) CARROTS WITH FORTIFIED MARGARINE HP 146	PIZZA WITH SAUSAGE CHEESE AND TOMATO WITH FORTIFIED MARGARINE HP 141	FISH FRY FORTIFIED POTATOES WITH FORTIFIED MARGARINE HP 154
	CUP CAKE PAN ROLL MUSTARD PKT. SALT PKT. MILK TRAY 727	APRICOTS FRANKFURTER ROLL SALT PKT. MILK TRAY 727	JELLO-1/2 CUP BREAD SALT PKT. MILK TRAY 727	FRUIT COCKTAIL-1/2 SALT PKT. MILK TRAY 728	FRUIT 1/3 CUP BUTTER BISCUIT BREAD TARTAR SAUCE PKT. SALT PKT. TRAY 728
Jan-2-4-1974 Jan 28-Feb-1-1974 Feb-25-March 1-1974 March 25-29-1974 April 29-May 3-1974 May (27-Momorial Day) 28-31-1974	FRIED CHICKEN THIGH FORTIFIED WHIPPED POTATOES GREEN PEAS WITH FORTIFIED MARGARINE HP 124	MEATLOAF WITH TOMATO SAUCE CARROTS WITH FORTIFIED MARGARINE HP 115	VEAL PATTY W/MACARONI SHELLS AND CORN W/FORTIFIED MARGARINE HP 104	CHEESEBURGER ON ENRICHED BUN FRENCH FRIED POTATOES WITH FORTIFIED MARGARINE HP 148	FISH FRY FRENCH FRIES TOMATOES IN PUREE W/FORTIFIED MARGARINE HP 149
	BUTTER BISCUIT BREAD	PEAR BREAD	CHOCOLATE COOKIES 2 EACH	JELLO W/FRUIT-1/3 CUP MUSTARD PKT.	VANILLA PUDDING BREAD

91130

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	SALT PKT. MILK TRAY 727	SALT PKT. MILK TRAY 727	BREAD SALT PKT. MILK TRAY 727	CATSUP PKT. SALT PKT. MILK TRAY 728	TARTAR SAUCE PKT. CATSUP PKT. SALT PKT. MILK TRAY 727

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C0131

FUNCTION OF THE PARENT COORDINATOR:

1. Serve as a liason between the community and the staff.

2. Lead a group of parents and other staff in writing the annual plan for Parent Involvement.

3. Conduct and/or initiate workshops and in-service training for parents and staff in the following areas:

    a. Rights and responsibilities of parents in Head Start programs;

    b. Head Start Parent Manual (70.2);

    c. Narrative and budget reports for requesting parent funds from U.P.O.;

    d. Narrative and budget reports requesting total program funds;

    e. Leadership management - selecting officers;

    f. Parliamentary Procedure; how to prepare an agenda; training officers to conduct meetings;

    g. Rights and responsibilities of officers;

    h. Craft skills;

    i. Orientation in Parent Involvement;

    j. Improving the degree and quality of parent involvement

4. Attend meetings on the Narrative Training Plan andd budget.

5. Attend Parent Policy Committee and Council meetings.

6. Attend Parent Coordinators Meetings at U.P.O.

7. Attend Health-Nutrition component meetings.

8. Attend Social Service component meetings.

9. Attend center level parent meetings.

00132

10. Attend parent functions such as workshops, bake sales, dinners, trips, picnics, etc.

11. Encourage confidence and independence in parents to decrease their reliance on staff members.

12. Work with parents on individual and personal problems.

13. Provide transportation for parents to and from meetings and workshops.

14. Help set up bank accounts for parent groups; teach them to write checks if necessary; assist with problems.

00133

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WHAT	WHEN	PERFORMANCE	CONDUCTED BY
Greeting of New Parents	September	To make a new parents feel welcome and needed as a part of our head-start program. To advise them of their rights and responsibilities.	Old parents and staff
Headstart Orientation and New Performance	October	To familarize all parents with the head-start components and to help them become aware of their responsibility to the program, child, self, and committee.	Component heads and parents Education - Yvonne Smith Nutrition - Lucille Washington Health - " Parent Involvement - Betty Dixon Social Services - Bernice Taper
Parlimentary Procedure	November	On going at Center Level	Parent Coordinators and Parents
Problem Solving and Leadership Development		On going at Committee Level	
Proposal Writing		On going Parent Policy Committee	
Seasonal Craft	December	Needle craft - candle making, jewlery making	Staff, Parent Coordinator, and Parents
Problem Solving	January	To learn how to recognize and deal with problems in their everyday life and as parents of pre-school children.	To be assigned

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WHAT	WHEN	PERFORMANCE	CONDUCTED BY
Leadership Development Parlimentary Procedure	January	To develop leadership abilities in parents that will help them not only in pre-school but in the community and Public Schools	
Legistration	February	To make parents aware of new bills and how they become law	To be assigned
Pride in your Community	March	To develop in parents the realization that they have a responsibility to help keep their communities up-to-par, and attend community meetings, their Civil Association, etc.	To be assigned
Safety in the Home	April	To make parents aware of dangerous things around the home.	Inspector Charles Miles- Fire Department.
Education Beyond Pre-School	May	To help parents understand the different stages that their children go through and how to deal with them.	To be assigned
Evaluation Techniques	June	To develop the parents skills in evaluating a program	To be assigned
Housing	July	To make parents aware of their rights as tenants.	Housing Department - Thomas Butler
Public Relations Department of Safeway Store	August	To teach parents about nutritional economical menus and ways of budgeting.	Safeway

00135

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Schedule for
Betty Dixon

P.P. Committee meetings - 3rd Mon 9:30
P.P. Council meetings - 2nd Thurs 7:30

Model Schools
Preschool Program

Center	Workshops		Meetings	
Augustana	every Tues.	9:30	3rd Wed.	12:00
Bancroft	every Fri.	9:30	3rd Thurs.	1:00
Bruce	every Tues.	9:30	3rd Tues.	9:30
Bundy	every Tues.	9:30	2nd Tues.	9:30
Cleveland	every Wed.	1:00	3rd Wed.	1:00
Garrison	every Thurs.	1:00	2nd Thurs.	1:00
Grimke	every Fri.	9:30	3rd Thurs.	9:30
Cooke	every Wed.	1:00	2nd Wed.	1:00
Meyer	every Fri.	9:30	2nd Fri.	1:30
Salvation Army	every Wed.	9:30	3rd Wed.	9:30
Seaton	every Thurs.	9:30	2nd Tues.	1:00

MODEL SCHOOL DIVISION
Parent Policy Committee

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Joce;'ly Crider	Parent	AUGUSTANA PRESCHOOL,
Eyvonne Parker	Parent	New Hampshire Ave & V St., N.W.
Gladys Gravitt	Parent	
Bianac Taylor	Parent	
Grace Tetter	Parent	
Patrice Bryant	Parent	BANCROFT PRESCHOOL,
Margaret King	Parent	18th & Newton St., N.W.
Vernice Joyner	Parent	
Frances Armstrong	Parent	BRUCE PRESCHOOL,
Carolyn Saule	Parent	Kenyon St., & Sherman Ave. N.W.
Nemial Allen	Parent	
Patricia Williams	Parent	
Jacqueline Green	Parent	
Jessie Nicholson	Parent	
Shirley Galloway	Parent	BUNDY PRESCHOOL,
Joanne Hutcheson	Parent	420 O Street, N.W.
Valeria Frazier	Parent	
Jacqueline Brandon	Parent	
Mittie Norman	Parent	
Betty Davenport	Parent	CLEVELAND PRESCHOOL,
Thelma Herbert	Parent	8th & T Street, N.W.
Marcella Mitchell	Parent	
Rosa Williams	Parent	H.D. COOKE PRESCHOOL,
Ida Hale	Parent	17th & Euclid St., N.W.
Sandra Green	Parent	
Louise Morton	Parent	GARRISON PRESCHOOL,
Mary Julia Edlin	Parent	12th & S St., N.W.
Phyllis Johnson	Parent	
Mary New	Parent	GRIMKE PRESCHOOL,
Diane Covington	Parent	10th & Vermont Ave., N.W.
Pekolia King	Parent	
Helen Woodland	Parent	
Carollyn Deloach	Parent	MEYER PRESCHOOL,
Jeanette Mitchell	Parent	11th & Clifton St., N.W.
Delores Fergason	Parent	

00137

Parent Policy Committee (cont.)

Priscilla Adams	Parent	SALVATION ARMY PRESCHOOL,
Aletia Summers	Parent	768 Morton St., N.W.
Patricia Malloy	Parent	
Mildred Walken	Parent	
Betty Jean Hampleton	Parent	
Sonia Torain	Parent	SEATON PRESCHOOL,
Deborah Lucas	Parent	10th & Rhode Island Ave., N.W.
Phyllis Suiter	Parent	
Mary Rosenboro	Parent	
Winefred Holston	Parent	

00138

EDUCATION
PARENT TRAINING PLAN
MODEL SCHOOLS PRE-SCHOOL

I. GENERAL POLICY:

Training is intended to be a cooperative venture taking place in a variety of settings in which parents and staff decide on specific needs for their educational program.

Resources and information will be provided to assure discussion and decision-making in the educational plans for children and parents.

II. PROCEDURES.

A. Goals will be made to reflect the needs of children and parents.

B. Parents will participate in classroom, in workshops, and planning.

C. Parent-staff conferences will be scheduled throughout the year as needed and demanded by the goals of the program.

D. Parents will be provided with all appropriate educational information regarding center and program activities through the following:

1. Orientation meetings at the start of the school year.

2. Activity calendars sent to the parents.

3. Written communications as called for by circumstances.

4. Telephone conferences as needed.

5. Parent-staff meetings at school concerning monthly plans and goals for the classroom and the center.

6. Written samples of classroom activities that can be used at home.

7. Suggested at-home activities that can be used as follow-up and reinforcement for the school-based activities. This also, will be written up and sent home.

E. Home visits will be made by the teaching staff to duscuss the child's interests, progress and development. Staff will explain how best to use at-home teaching techniques and ideas.

F. Parents, on an individual basis, will meet with the teacher in scheduled conferences as necessary.

00139

III. TRAINING.

The parent training program has been developed as a tool for parents to use at home in extending the learning which the child begins at school. The training program will cover the following areas: language skills, sensory perception, number and quantity usage, natural science awareness, environmental appreciation and physical skills.

In the training program teachers will present workshops in four specific steps:

A. The teacher demonstrates how to use material.
B. The parent uses material as shown.
C. Parents demonstrate that he or she can use the materials effectively.
D. Parent practices using materials with child.

IV. OUTLINE OF WORKSHOPS.

Physical Skills:

Pouring exercises
Handwashing exercises
Table washing exercises
Dressing exercises

Sensory Perception

Auditory: Sound cans
Sandpaper matching
Primary Color matching
Secondary Color matching
Shade gradation & matching
Texture Variance
Smelling cans

Phonetic Language Arts

Special Sound List
Sound Books
Letters
Phonetic Word Lists

Quantities and Numbers

Money Games
1 - 10 Rods
Nimbers

Environment Studies

Climate Kit

NOTE: A series of workshops on developing these materials will be given prior to the actual parent training.

A series of films will be presented as follows:

1. Human Growth and Development
2. Sex Education
3. Early Learning and Cognition
4. Discipline and Punishment
5. Teaching the Child at Home

00140

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MODEL SCHOOL PRE-SCHOOL
PROCEDURES FOR ONGOING OBSERVATION
IN THE EDUCATIONAL COMPONENT

1. The Pre-School Inventory (Caldwell, 1967, 1970) will be administered twice a year by the teaching staff on an individual basis, (once in October, once in May).

2. Teachers and Aides will collaborate in keeping anecdotal records of significant behaviors of each child. This will be a written record kept on file.

3. The teaching staff will complete the Day-Care Behavior Inventory (short form) for pre-school age. This will be completed once in December and once in May.

4. Teachers and Aides will complete, independent of one another, the Teach Checklist. This will be done once in October, once in January, and once in May.

5. The teaching staff will conduct a minimum of three home visits per family to observe the child's environment and home behavior.

6. Informal observation of each child's behavior will be made by the teaching staff during various classroom activities. This data will help further evaluate the outcomes of the standardized assessments and help the staff plan remedial activities for individual children.

7. A standardized progress report on each child will be sent to the child's parents on a quarterly basis. This will be a checklist of various expectations for the child. The above noted assessments will be reflected, in at least a minimal way, on the child's progress report.

8. A suggested, but not mandatory, child assessment for the program will be an individual interview with each child using play materials for the child's use.

COMMENTS:

1. The standardized assessments will be evaluated by the Research and Evaluation Department of D. C. Schools.

2. The outcomes of observations, assessments, etc., will be used for planning the program generally and deciding on educational goals for each child.

3. The results of tests, etc., will be discussed with parents during home visits and/or parent-teacher conferences.

APPENDIX F

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VOLUNTEER

Recognition Day Program

Monday, June 10, 1974 1:00 PM
Salvation Army Preschool
Center

There is a destiny that makes
us brothers,
None goes his way alone.
All that we send into the lives
of others
Comes back into our own.

Edwin Markham

DEDICATION

To the Volunteers in the Model Schools Preschools:

We're speaking, friends, just to you,
Our songs and games were fun to do.
There're over now, but before you go
We've asked you here to let you know
How much we love you everyday
At home, at school and while we play.
We like the things you do for us.
We'll try to do our best for you,
And show our love our whole lives through.

Love and kisses from
The Model Schools Preschool Children

60144

MODEL SCHOOLS PRESCHOOLS

VOLUNTEER RECOGNITION DAY PROGRAM

Greetings	Carollyn Deloach, Parent Policy Committee Secretary
Song	Four year old children, Bruce Preschool
Introduction of Speaker	Patricia Williams, Parent
Main Speaker	Alvin Francies, Parent Policy Council Chairman
Recognition of Volunteers	Etoile A. Perry Marietta Smith Lucille Washington
Closing	Joanne Hutcheson, Parent Policy Committee Chairman

Refreshments

00145

APPENDIX G

Model School Division Preschool Centers
Locations
1973-74

Augustana Lutheran Church

Bancroft Elementary School
Bruce (Old Site) Elementary School
Bundy Elementary School
Cleveland Elementary School
H.D. Cooke Elementary School
Garrison Elementary School
Grimke Elementary School
Meyer Elementary School
Seaton Elementary School

Salvation Army Center (Sherman Avenue)

00147